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ABSTRACT

The purpose of the project was to develop an advanced, competency-based training program for residential youth service/child care workers providing services to children and adolescents with severe mental health or emotional problems. The program was designed in response to problems common to these workers in rural areas such as Kansas, including significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentive, and role confusion, burnout, and habituation to institutional life. The project provided an intensive, week-long instructional workshop followed by a supervised and self-directed internship in the student's home agency. A final workshop evaluated program effectiveness. The program provided students with 10 hours of college credit. The report consists of three parts: an executive summary; a curriculum consisting of a case study, specific competencies in the areas of workers' responsibilities to themselves, the child, the group, the agency, and the community, performance contracts, and a bibliography of 59 items; and a final descriptive and evaluative report of the program. (MSE)

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AASCU/ERIC MODEL PROGRAMS INVENTORY PROJECT

TASK APPROACH TO CHILD CARE COMPETENCY

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

The purpose of this project was to develop an advanced competency based training program for residential youth service/child care workers providing services to children and adolescents who have severe mental health or emotional problems. In rural areas, such as Kansas, these workers have significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentives.

Residential youth service/child care workers also experience role confusions, burn-out and habituation to institutional life. The project utilized an intensive, week-long, competency-based instructional and pre-assessment workshop followed by supervised and self-directed internship in the students home agency. A final post-assessment workshop evaluated program effectiveness. The program provided students with 10 hours of college credit.

INTRODUCTION

In addition to a review of the literature, statement of need, description of the goals of the project, results and recommendations, a copy of the competency-based curriculum developed through the project is provided in Appendix A. Appendix B provides a copy of the final report on the project.

BACKGROUND

In 1959, Dr. George Albee, in Mental Health Manpower Trends, suggested that it should be possible and was necessary to train workers for mental health other than the traditional core professions of psychiatry, psychology, social work and nursing who could no longer adequately meet the needs for mental health services. The Paraprofessional Manpower Development Branch of the National Institute of Mental Health was organized and in response to this concern began working with the Southern Regional Education Board (SREB) to initiate college based two-year programs to educate mental health workers. These programs blossomed in the 1960's and were refined in the 1970's through research efforts from SREB; documented in publications such as, Roles and Functions for Mental Health Workers (1969), Plans for Teaching Mental Health Workers (1971), Introduction and Use of Associate Degree Workers in the Mental Health System (1973), A Guide for Mental Health/Human Service Programs (1976) and Mental Health/Human Service Worker Activities (1979). The National Organization of Human Service Educator's (NOHSE), the National Organization of Human Services (NOHS), the Council on Standards in Human Service Education (COHSE) and the National Commission for Human Service Workers (NCHSE) promote the concept of a "generalist" mental health/human service worker who is a beginning professional able to work in a variety of settings with a variety of clients. The generalist is familiar with a number of therapeutic services and techniques rather than specializing in one or two areas.

The current Directory of Human Service Education Programs published by the Council for Standards in Human Service Education lists over 450 programs nationally oriented toward the education of a generalist mental health/human service worker. A shortage exists in the number of workers with the specialized skills needed to work with children and adolescents requiring residential services.

In a position statement on education and training by the National Organization of Child Care Worker Associations, Inc., Cubie Bragg notes that "it is abundantly clear to the members of NOCCWA that there is a great void in the area of education and training for child care workers in North America. During the last decade, the significance of education and training among child care workers has become a high priority matter."

Mayer, Richman and Balcerzak (1978) mentions that "as early as 1946, Susanne Schulze, a pioneer in the field of child care training, called child care workers the 'hub of the wheel' of the institution and proposed elevating their status" (p. 150). They go on to stress that "in contrast to many European countries and some parts of Canada, the United States does not have a systemic professional training for child care workers....A task force of the American Association of Children's Residential Centers submitted a report to the Joint Commission on Mental Health of Children suggesting a three-level program leading to A.A., B.A. and M.A. degrees, respectively, combined with scholarships and stipends for the students." (p. 151).

The number of children and adolescents requiring residential services for severe problems is increasing. The National Center on Child Abuse and Neglect estimated in 1977 that over 400,000 children lived in residential institutions and an additional 400,000 lived in foster homes. "More effectively trained child care workers are needed to serve these severely handicapped children." (Adler, 1981, p. XX.)

Although a growing number of residential youth service/child care work staff have at least some college education recent surveys by NOCCWA indicate that their training is in the traditional disciplines of psychology, sociology or social work. "....large numbers of workers, especially the college-educated, leave their child care jobs after relatively brief periods of tenure primarily because they view them as 'dead end,' with no possible realization of professional aspirations" (Adler, 1981, p. XX). "After a few years in child care work, they often enter graduate training as social workers, psychologists, teachers....but they are therebylost to the child care professions" (Mayer, Richman & Balzerza, 1978, pp. 150-151). Child care workers who do not move on into other professions, often become institutionalized and "burned out" (Munro, 1980 and Freudenberger, 1977a), or experience role confusion (Ricks and Charlesworth).

Numerous authors point to the need for specialized training relating to the developing core of knowledge and skills unique to residential child care work (Beker; 1973, 1981, Berther; 1973, Keith-Lucas; 1980, Adams and Baumbach; 1980, Ouderkink & Beker;

1980, Goocher 1978, Blase & Fixsen; Chorost; 1978, Rozentals, Piper & Whipple; 1974, Maier; 1978, Powell, 1977 and VanderVen, Mattingly & Morris; 1982). A recent special report by the Council for Standards in Human Service Education on Specialized Curricula, Majors, or Tracts Offered by Human Service Education Programs lists only 39 programs specializing in youth service or child care work. Of those, only seven programs exist in the MIdwest or North Central regions of the country surrounding Kansas. Washburn University's program in youth service/child care work is the only program listed in Kansas. However, even when workers have college education, the children's institutions budgets did not permit a differential remuneration for trained child care workers. Therefore, many of the AA and BA trained workers did not receive tangible recognition for the training.

During the past year and a half as the Youth Service/Child Care work Certificate Program at Washburn University has been organized and implemented, several of the problem issues reflected in the literature have surfaced. In addition to issues noted in the literature, a state-wide survey of facilities conducted by the Washburn program in 1982 also reported problems related to accessibility. Several programs in Kansas said they would not utilize the Washburn program because of financial constraints, distance and travel time and staff coverage. Lack of familiarity with the Washburn program was cited as another reason for not recommending the program to their staff.

The Advisory Board for the program has noted other problems which include the fact that SRS Licensure Standards only require

child care workers to have a high school diploma and a valid first aid certificate. Agencies also require workers to be at least 21 years of age and some of the students coming into Washburns program straight out of high school may be only 19 or 20 when they graduate and begin looking for employment. On the reverse side of the coin, some agencies want their workers to have a BA degree and so employ people with degrees in related areas such as psychology or social work even though they may be lacking in specialized skills necessary for residential child care work.

Based on the review of the literature, a needs assessment survey of the state of Kansas, information elicited from the existing Advisory Board for Washburn's program and informal interviews conducted with stakeholder's in the community, such as students, graduates, other faculty, employers and currently employed child care workers, KACCW, NOHSE, COHSE and my own personal experience as a practicing child care worker, the following is a list of identified needs:

1. An adequate supply of available "generalists" mental health/human service workers and educational programs exist and there exists the need for specialized educational programs in youth service/child care work for residential agencies.
2. Washburn University's program is not competency-based.
3. Washburn University's program is a one-year Certificate program and some of the graduates upon completion are too young to be employed in the field.

4. Many workers employed in the field will not or cannot make use of the program for one or more of the following reasons:
   a. lack of financial resources
   b. isolated in rural areas and the program is too far away to be accessible
   c. no motivation or incentive to acquire further education based on salary scales or licensing standards
   d. if there is encouragement to receive further education, the worker often pursues a course of study in a related and more professionalized discipline with greater opportunities, such as social work or psychology, and ends up eventually leaving direct line child care work
5. Youth Service/Child Care workers experience role confusion, job dissatisfaction, "burn-out," institutionalization and poor self-image.

The proposed program, if funded, will significantly enhance the knowledge in the field by:

1. Identify competencies and related assessment techniques for pre-service workers in child care by re-verifying the material in The Basic Course for Residential Child Care Workers.
2. Identify competencies and related assessment techniques for employed workers in child care by job analysis, needs assessment surveys, modification of existing advanced competencies for generalist mental health workers and a card sort consensus of the Advisory Board, KACCW and the Kansas

Association of Licensed Private Child Care Agencies.

3. Developing a competency-based internship guide.
4. Evaluating whether competency-based, self-instructional coursework based in the home-agency will remedy the problem of accessibility for rural and home-bound workers.
5. Evaluate whether competency-based, self-instructional coursework based in the home-agency will impact role confusion, job dissatisfaction, "burn-out" institutionalization and poor professional self-image.
6. Evaluate whether workers receiving specialized training in child care work will stay in direct-line child care work, or for how long?

DESCRIPTION

The major goals of the program were:

1. To educate persons with necessary knowledge, skills and attitudes for specialized work in residential youth service/child care facilities providing care for children and adolescents with severe emotional disorders
2. To increase the number of qualified youth service/child care workers available for employment in the field.
3. To develop competency-based instruction and assessment techniques of learner outcomes for both pre-service and currently employed students based on job/task analysis.
4. To enhance job satisfaction, self-image and perceptions of professional role of youth service/child care workers.
5. To enhance the quality of care for the growing number of children and adolescents receiving services in residential facilities.
6. To increase accessibility of program to rural areas.

The specific objectives of the proposed program are:

1. To conduct a job/task analysis of youth service/child care work
2. To identify competencies based on job/task analysis
3. To sort competencies into beginning and advanced categories
4. To develop competency based instructional materials for advanced category
5. To develop competency-based, self-instructional internship guide for students and staff supervisor

6. To develop competency-based learner outcome assessment techniques
7. To conduct a pre- and post- evaluation of students job satisfaction level, perception of professional role, self-concept, and competencies
8. To conduct a follow-up study to determine impact on longevity and motivation to pursue further education

The target population for this project included two groups:

1. Preservice students interested in employment in residential youth service and child care facilities
2. Persons already employed locally and state-wide who are interested in upgrading skills and gaining recognized credentials in youth service and child care work. Youth service and child care workers are mental health practioners who give care to children and adolescents in institutions, group homes and residential care facilities. These workers must provide therapeutic services on a 24-hour a day basis acting as surrogate parents. These workers deal with children and youth who may be dependent, neglected, abused, juvenile offenders, emotionally disturbed, physically handicapped and/or mentally retarded. Youth service and child care workers are the predominant practioner group in residential child care services and spend the greatest amount of direct time with children and youth in need of care.

The staff of the project consisted of a quarter-time Project Director, Dr. Iris Heckman, a quarter-time Project Associate, Mary K. Rodwell, a half-time secretary and three evaluation consultants. The Project Director monitored the overall development and organization of the project. The Project Associate assisted with library research, writing instructional materials and providing instruction during the intensive week-long workshop, as well as, monitoring the students in internships. The secretary did all of the clerical functions.

Dr. Karen VanderVen, from the University of Pittsburg, PA, served as a consultant regarding the actual content of the instructional materials developed.

Dr. Martha Aldridge, from Kirkwood Community College, Cedar Rapids, IA, served as a formative curriculum evaluation consultant.

Richard Hair, Longview Community College in Lee's Summit, MO, served as a summative evaluation consultant. Each of the consultants spent one day with project staff, with the exception of Martha Aldridge who made three site visits during the project.

The cost of the project is reflected in the following budget outline:

1/4 Project Director Salary and Fringe	7285.00
1/4 Project Associate Salary and Fringe	5646.00
1/2 Secretary Salary and Fringe	5825.00
Three consultants fees, travel & per diem	6750.00
Telephone, postage, supplies, copying	1870.00

Staff Travel	2025.00
Tuition for 15 students in Pilot Project	8100.00
Travel and per diem for 15 Students	7245.00
TOTAL BUDGET	44746.00

RESULTS

In order to identify the advanced level competencies, the project staff conducted an extensive review of existing literature on residential child care including the following sources, Child Care Quarterly, University of Pittsburgh, PA curriculum child care, Council on Standards in Human Service Education guidelines, the National Organization of Child Care Worker Associations Certification Models as reviewed by Mike Forrester of Arizona, Principles and Guidelines for Child Care Personnel Preparation Programs developed by the Conference-Research Sequence in Child Care Education Grant # 5T24MH15869 by the National Institute of Mental Health, the Southern Regional Education Board publication titled Mental Health/Human Service Worker Activities: The Process and the Products and the Kansas Social and Rehabilitation Services Task Analysis of Child Care Workers.

Over 100 competencies were identified in this initial stage. Next, a sorting process took place to separate these 100 competencies into beginning and advanced-level competencies. Each competency was listed on 3 x 5 cards. Those participating in the sorting process representing administrators and line workers from public and private, large and small facilities were asked to review each item in three different ways:

1. Reject any term that was redundant
2. Reject any term that was not relevant to child care competence
3. Of those remaining competencies, sort those that are required at entry level (defined as at hiring, after

orientation) and those required at an advanced level (defined as after 2 to 3 years of employment).

A tally was made of all items that were rejected by the participants. Each item was then rank ordered for congruence (from most to least rejection). The same process was undertaken for those items sorted into entry level and advanced categories.

Those items that received only rejection votes were eliminated from the list. Those items that received more entry level votes than either advanced or rejection were reviewed for clarity of definition. If clarity was possible the item was either redefined or subsumed into another category of competency. All items that were remaining at the entry level were set aside for review at a later time. For those items that received equal votes in entry and advanced an educational decision was made to determine if it was an indicator of another competence (if so it was subsumed under that competence) or if it could be considered under both categories was arbitrarily placed in the advanced category. For those items receiving advanced and rejection votes a review for clarity of definition was undertaken. If that was possible, the competence was accepted at the advanced level, if that was not possible it was included under a broader advanced competence as an indicator of the competence.

This sorting process produced a list of 43 advanced level competencies:

Training and teaching

Information gathering

Interviewing

Assessment

Evaluation

- Information sharing
- Personal Performance Evaluation
- Stress Management

Normal and abnormal development for children and adolescents

Adult life stages

Ethnic and religious differences

Urban/rural and regional differences

Group dynamics

Group counseling theories

Therapeutic techniques

Issues in child care

Human relations theory

Family systems theory

Communication theory

Organization theory

Public Relations

Laws

Standards

Service delivery system

Social issues

Professional growth and development

Professional identity

Professional ethics

Managing supplies and resources

Designing the environment

Personnel functions

Planning

Group facilitation

Problem solving and decision-making

Situational counseling

Crisis management and diffusion

Finally, these 43 competency descriptors were assigned to six units. These six units were titled:

1. Foundations
2. Responsibility to Self
3. Responsibility to Child
4. Responsibility to Group
5. Responsibility to Agency
6. Responsibility to Community

Indicators for each of the competencies were developed with the assistance of supervisors and administrators from the 15 participating agencies in the project. These indicators are listed with each competency in the instructional manual attached in Appendix A.

Fifteen experienced workers from across the state of Kansas were invited to participate in the pilot project to test the materials developed. These youth service/child care workers were selected from a variety of settings and communities.

In order to assess each individuals level of competence, a 100 item, multiple-choice test was developed based on an adaptation of an existing instrument available in the text, On

The Line in Child Care by Wayne Ouderkirk. This test was given on both a pre- and post- instructional basis. The assessment test is provided in the instructional manual attached in Appendix A.

Finally, each of the participants were ranked on their scores resulting from the competency-assessment test. For the competencies that received a high score, indicating a lack of skills or knowledge, the participant was assigned a set of readings. Each participant then compiled a documentation contract demonstrating an activity which indicated work on the competence area. Documentation contracts for each of the 43 competencies are included in the instructional attached in Appendix A.

The project was evaluated in several ways. The advisory committee met twice during the project to give feedback. Participants evaluated the project as a whole, the week spent in instruction and the teaching skills of the instructors. At the end of the project, supervisors evaluated the staff who had participated in the project. Finally, consultants evaluated the projects developments. These evaluation materials are attached in Appendix B.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the project was successful in identifying competencies necessary for advanced level practice in residential youth service/child care work. In order to be useful as a distance learning tool, additional work needs to be done on the instructional manual specifically. The manual needs to have additional content to explain the competencies and how to document competence in each area. Also, a set of readings needs to be completed to compliment the instructional manual. Until those steps are taken, the instructional manual can be utilized at other colleges and universities as a guideline for content which should be covered in a curriculum intended to prepare practitioners to work with seriously emotionally disturbed children and youth particularly in a residential setting.

THE TASK APPROACH TO CHILD CARE COMPETENCY:

AN ADVANCED LEVEL TRAINING CURRICULUM FOR RESIDENTIAL CHILD CARE WORKERS

Youth Service/Child Care Worker Program

School of Applied and Continuing Education

Washburn University of Topeka

Iris Heckman

Mary K. Rodwell

Editors

1985

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Introduction

THE TASK APPROACH TO CHILD CARE COMPETENCY teaches attitudes, skills and knowledge necessary for effective practice in residential youth service/child care.

TASK = T. = TEACHING
A. = ATTITUDES
S. = SKILLS
K. = KNOWLEDGE

In order to teach these attitude, skill and knowledge competencies, we have organized them into the areas of responsibilities of child care work. The Foundation competencies are those basic building blocks required for all aspects of the work, such as communication, assessment, evaluation and planning. The Responsibilities to Self are necessary for professional growth and development, such as self-awareness, values clarification and stress management. The Responsiblities to the Child represent work done directly with individual children and adolescents such as situational counseling, teaching alternative behaviors and personal living skills. Responsibilities to the Group involve activities conducted with the entire group of children or with the staff, such as group problem-solving and group learning experiences. Responsibilities to the Agency include tasks focused on the organization such as managing supplies and resources, standards and information sharing. Finally, Responsibilities to the Community represent activities which concern situations or individuals and groups outside the agency, such as laws, public relations and knowledge of the service delivery system. We believe these responsibilities outline the profession of child care.

By the end of this learning experience, each individual should have documented competence in each of the 43 advanced competencies identified in the text as either foundations or a responsibility area. For each individual, the learning activities will be different based on the level of already existing competence. So, some of the work will merely be demonstrating prior learning and some of the work will entail new learning, application and assessment of the newly acquired competencies.

WASHBURN UNIVERSITY
SCHOOL OF APPLIED AND CONTINUING EDUCATION
THE TASK APPROACH TO CHILD CARE COMPETENCY
YOUTH SERVICE/CHILD CARE WORKER PROJECT

CASE EXAMPLE FOR ASSESSMENT AND EVALUATION OF TRAINING

The following case example is administered as a test to participants before and after they take part in the program. The pre-test results will serve as a measure of how much the participants already know about the content. At the end of training, the test will be administered again and will serve as a measure of the effectiveness of the training.

_____
Name of Participant

_____
Name of Facility

RAY Q - A CASE EXAMPLE*
**

Ray Q: Reason for Placement

Ray was arrested by local police on April 4 for shoplifting at Sears. Prior to that, there had been several reports on Ray for truancy. After investigation, the court determined that Ray should be placed in State custody for supervision and treatment.

Family Background (summary)

Mother:	Rebecca, age 30	Children:	Beckie, age 14
Father:	Ray, Sr., age 32		Ray, age 13
			Neal, age 9
			David, age 7
			Patti, age 2

Ray's parents began dating while in high school. Rebecca and Ray, Sr. were married shortly after they discovered that Rebecca was pregnant with their first child (Beckie). Both Rebecca and Ray, Sr. quit school before the marriage and Ray, Sr. began working as a day laborer. For a short time they lived with Rebecca's mother, but moved out because of conflicts with her. When Ray, Jr. was one year old, his parents went to California to visit Ray. Sr's. brother. They left the children with their maternal grandmother, but did not return for a year.

After their return, the marriage got progressively worse. Rebecca says she continued to have children to keep the marriage together. She describes the marriage as unhappy and now says that she hates Ray, Sr.,

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*This case example may appear to closely resemble the experiences of many children and families involved in residential care. However, the case is fictional.

**Adapted from Ouderkirk, Wayne, On The Line in Child Care. Curriculum for Residential Child Care Workers. Continuing Education Program, School of Social Welfare, Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany. 1984.

because of his drinking and inability to take care of their family. He abandoned them when she was pregnant with their fourth child. At that time she put the other three children into a foster home for a year. The youngest child (Patti) is the daughter of Rebecca and Charles Williams. Rebecca and Charles had an approximately three year common-law relationship that ended shortly after Patti was born. The whereabouts of Charles is currently unknown.

Rebecca reports that her mother helps her with the younger children but constantly criticizes her, "Just like when I was growing up."

Rebecca says that Ray, Jr. was a slow-developing child and didn't walk or talk until late, although she recalls him walking and talking a bit when she left for California. He was difficult to feed and slept poorly; he was a temperamental, resistant child from the beginning. For example, she says he was unhelpful and undependable and couldn't dress himself and make his bed till he was six years old. Because of these difficulties, she often had her mother take care of Ray. She says his undependable nature is just like his father's. As an example, she points out that Ray has always misbehaved whenever his father has left, probably because "he wanted to run away just like his father."

Ray

Ray is a bit bigger than the average thirteen-year-old. Behaviorally, he also comes across as older than thirteen, projecting a tough, independent front; he says he can take care of himself. In school, when he was there, he was unable to get along with his peers, constantly running them down and teasing. At the same time, say his teachers, he reacted violently to others' teasing him. He did not form any strong relationships with other children or teachers, and told teachers that he didn't need their help. He was impulsive and demanded instant gratification.

Placement History

One month ago, Ray was placed in a group living unit consisting of eleven other young adolescents at a home that has a total capacity of sixteen boys and is located in a different town. All the boys at the home are either junvenile offenders or have been placed because of severe behavior problems. The program is a highly structured one, but the agency is not a secure detention (lock-up) facility.

Child care workers have been carefully observing Ray to develop appropriate goals. They have found two conflicting sets of behaviors in Ray. On the one hand Ray has a tough "older-than-thirteen" exterior. This was evident in the first week and a half of his placement, when he projected a "together-loner" image of himself. He told the other boys he was there because of "family problems," and that the shoplifting charge was "no big deal." ("I could have beaten that!" Ray said.)

To the staff, he was responsible to the letter, not the spirit, of the house rules. "Just tell me what I gotta do, man; I can take care of it," Ray declared. To him, the rules were too strict, but he said he would follow them as long as "these kids" didn't bother him. He was true to his word for a while.

Ray continued to try to maintain this facade, but his other set of behaviors often became evident. In group situations, he has been silly to the point that other boys have called him a little kid. Ray has reacted to this with anger. On two occasions in the last two weeks he has been in fights because of the others' teasing him.

Another fight occurred as he was participating in his first group game, a pick-up game of basketball, after two child care workers had spent a lot of time talking him into playing.

It was obvious to the workers that Ray was unable to live up to his bragging about his athletic prowess, and that he started the fight when his opponents were insulting his ability, though Ray claims he was "tired of getting fouled." In these episodes, as well as other situations, Ray "loses his cool" and reacts in a childish, immature way. In arts and crafts, for example, he has begun several projects, but destroyed them before completion. At the table he often grabs food before it is passed around to him, and the staff has found that he hoards food in his locker.

Some other observed behaviors reported by child care workers are: crying himself to sleep (on several occasions), leaving school (almost daily), running away (to his home, once), refusing to participate in group activities, and "bad mouthing" the staff.

In his relationships with people, Ray seems limited. He has no friends among the boys in the unit and has not developed a relationship with any of the child care workers. He says he doesn't care to see anybody from his old school because he "didn't have any friends there anyway."

On the two Sundays when his mother, Rebecca, came to visit him, he didn't relate very well to her, either. He was warm and animated toward his younger siblings, including the toddler, Patti, on the one occasion they visited with Rebecca. Staff reported that Ray ignored his mother's directions when he was getting too rough with his brother David, age seven. They also said that several of her directions, after Ray had ignored her, included various threats, both physical and emotional

("I'll leave you in this place if you don't leave your brother alone," she told him.) On the second visiting day, when she was trying to leave, Ray wouldn't respond to her call (they were by the playground). One of the child care workers volunteered to help and got Ray to come over and say goodbye.

Besides running away and fighting, Ray has been involved in one additional crisis in the month he has been placed. Last Friday, after school, he was about to get into a fight with Willie, who was going home for the weekend. Bob, the child care worker who entered Ray's room when the fight was about to start, put his arm in front of Ray to stop him from attacking Willie. Before Bob knew it, Ray said, "Stay out of this!" and punched him. With the help of one of the other child care workers, Bob restrained Ray, who struggled, swore, threatened, and spat for forty-five minutes. Ray then fell asleep, exhausted. Later in the evening, Ray refused to talk about it. Willie claimed that Ray started it but admits that before Bob arrived he had argued with Ray about going home.

A month later, there was a holiday and a special field trip has been planned. A chartered bus was to pick up the group at 8:30 a.m. It was 7:30 a.m. and Bob had tried unsuccessfully to get Ray to wake up. "Come on, Ray, let's go. It's time to get up." Incoherent mumblings came from under the blanket. Leaning over, Bob tapped Ray on the shoulder. "School's closed today, Ray and if you stall much longer, you'll make us late to catch the bus for the special trip that Penny has planned for today."

Rolling over, Ray grunted. "That bitch, Penny, nags me all the time and never listens, just like my mother....", he mumbled. Ray stopped as his eyes focused on Bob, pulled up the covers and rolled over again. "I must be dreaming", he said softly, "just leave me alone."

Bob returned to the office and discussed the situation with his co-workers. The fact was that if anyone had to stay back, the group would not be able to go on the trip because of coverage. The other kids were ready for breakfast, excited, and angry with Ray because he would have spoiled their day. Willie, Ray's roommate, turned their radio on full blast to try to get Ray out of bed. As Bob and the other workers looked out at the group, the radio was blasting loudly. Willie and Ray were screaming at each other and the other six kids were tumbling around and running around the living room throwing pillows.

The following questions and statements are related to the case example you have just read. Choose the response that best answers or completes each item.

1. Which major developmental issue is Ray Q struggling with?

   a) identity versus role-diffusion
   b) trust versus mistrust
   c) both of these
   d) neither of these

2. Based on his behaviors, what stages in the grieving process is Ray going through?

   a) detachment and despair
   b) preprotect and protect
   c) protest and despair
   d) denial and detachment

3. Would you say Rebecca's description of Ray's infancy reveals

   a) about the right development
   b) as Rebecca says, "slow developing"
   c) slightly advanced development

4. For Ray's behavior, would you say Rebecca has

   a) age-appropriate expectations
   b) lower than age-appropriate expectations
   c) higher than age-appropriate expectations

5. Ray's rough, independent image is a common characteristic of children whose parents

   a) were always very strict with the child
   b) probably never wanted the child in the first place
   c) never had their own needs met as a child
   d) rarely let the child play with others

6. Based on what you know, Rebecca seems to need help, which the child care workers can give her, on

   a) visiting procedures
   b) how to set limits
   c) role identity
   d) expressing her repressed anger

7. Most WAR (World of Abnormal Rearing) cycle families exhibit

   a) poor social perception
   b) social apathy
   c) social isolation
   (d) poverty

8. One worker has said of Ray's fighting: "That's a value he has from his life on the street, and it's wrong for me to try to put any values on him" This worker is saying, by implication:

a) Kohlberg's theory of moral development is right
b) Konlberg's theory of moral development is wrong
c) nothing about Kohlberg's theory
d) some of Kohlberg's theory is right, but the rest doesn't fit

9. A major developmental issue for Ray, as an <u>early adolescent</u>, is

a) group identity versus alienation
b) personal identity versus diffusion
c) autonomy versus shame and doubt
d) industry versus inferiority

10. Major theories about loss and separation have been worked out by

a) Bowlby, Erikson, and Kohlberg
b) Erikson, Thomas, and Kubler-Ross
c) Kubler-Ross, Lindemann, and Erikson
d) Lindemann, Kubler-Ross, and Bowlby

11. Developmental psychologists tell us that movement or growth occurs only when the

a) person experiences disequilibrium
b) person experiences equilibrium
c) person has consolidated gains
d) present stage is completely mastered

12. According to Erikson's theory of human development, the positive resolutions of the early stages can be described, <u>in order</u>, as

a) trust, initiative, autonomy
b) trust, autonomy, initiative
c) initiative, autonomy, trust
d) autonomy, initiative, trust

13. <u>All</u> of the following are possible uses of activity programs in child care. Which of them is the <u>most</u> important child care use of activities?

a) evaluate achievements of goals
b) help children develop forms of self-expression
c) give children exercise
d) keep the children occupied

14. Because of his early experiences, Ray Q probably never gained

a) a sense of trust
b) a sense of autonomy
c) both of these
d) neither of these

15. In terms of early developmental tasks, Ray experienced many difficulties. Because he is now a teenager, child care workers need to

a) help him work on adolescent developmental problems, since the other problems are long forgotten
b) help him work on the early developmental tasks, and ignore the adolescent developmental issues
c) empathize about his early problems but stress his present competencies
d) do none of these because they are inappropriate child care responses

16. In setting up goals for Ray Q, the best short range goal among the following is:

a) Ray will stop being physically aggressive as a means of expressing his anger
b) within three months Ray will stop being physically aggressive as a means of expressing his anger
c) within three months Ray will leave the scene of a difficulty rather than fighting unnecessarily
d) within three months Ray will be able to talk about any fights he gets into and will be able to accept the child care worker's intervention.

17. Which of the following can be a role function of the child care worker in relation to the parents of children in placement?

a) assessing family structure
b) modeling appropriate expression of feelings
c) showing parents their errors
d) none of these

18. In order for the child care team to develop the unit (living group) of children into a cohesive therapeutic group, it is essential for them to

a) be aware of their dynamics as a group
b) be involved in group therapy
c) involve the children in all decisions affecting the group
d) be sure all incoming children will complement the existing group

19. An entry in the child care log in Ray's living group says: "Ray continues to be a loner, both behaviorally (he spends a lot of time by himself away from the group) and verbally (he tells everyone he doesn't need any help)." This is an example of the child care worker exercising which function in working with the group?

a) provider of safety
b) observer/communicator
c) provider of relationships
d) assessment for planning
e) all of these

20. Which of the following is not one of the steps involved in life-space interviewing?

a) listening to child's view of what happened
b) exploring alternative views of what happened
c) getting child to take responsibility for his actions
d) developing alternative behaviors for child's self-expression

21. Which of the following is not one of the reasons why children in placement have difficulty forming therapeutic groups?

a) psychosocially they have not developed beyond latency age
b) they have not achieved the level of abstract thinking
c) they are unable to give up a certain amount of autonomy
d) they do not want to risk losses

22. Initial activity programming for Ray should stress activities that

a) have a lot of interaction among participants
b) have little interaction among participants
c) have a lot of structure, rules, etc.

23. In assessing family strengths for future planning for Ray, which of the following usually is not considered from a family systems perspective:

a) Ray's birth order
b) Rebecca's birth order
c) Rebecca's mother's birth order
d) how many marriages Rebecca's grandmother has had

24. In professional child care practice

a) personal values don't enter at all
b) personal values shouldn't enter but sometimes do
c) personal values should be replaced by professional values
d) personal and professional values interact

25. If we wished to use the technique called "teaching alternative behaviors" with Ray, we would first want to

a) describe the negative behavior
b) stop the negative behavior
c) tell Ray what he's doing wrong
d) contract with Ray about what needs changing

26. In advocating for Ray's rights to treatment, what should be considered?

a) quality of his current program
b) alternative programs
c) child welfare laws, policies and practice
d) all of the above

27. The best long term goal for Ray is:

a) Ray will stop resorting to physical aggression to solve his problems
b) by the end of his placement (eighteen months), Ray will be able to deal with problems appropriately
c) by the end of his placement (eighteen months), Ray will be able either to leave the scene of a difficulty or to talk with the other person, rather than fighting unnecessarily
d) when he returns home, Ray will be able to control his temper

28. In attempting to reduce Ray's fighting, the child care worker has to arrive at a full description of that behavior. Which of the following is not a part of describing that behavior?

a) coping mechanisms
b) mode and pace
c) frequency and location
d) activity dimensions

29. In working with a group of children from various cultures, the child care worker's goal is to achieve

a) a "cultural democracy"
b) A "cultural melting pot"
c) a single cultural orientation
d) none of these - culture doesn't enter at all

30. In a crisis situation, the professional child care worker

a) acknowledges his or her own feelings and reacts appropriately to them
b) acknowledges his or her own feelings and brings them to the attention of the child
c) ignores his or her own feelings and focuses on those of the child
d) is cool and calm because the crisis has nothing to do with him or her

31. Activity analysis relates to

a) planning effective child care schedules
b) coordinating placement goals and recreation programs
c) coordinating social worker and child care worker efforts
d) developing accurate child care job descriptions

32. Which of the following is not a part of the child care worker's role in building therapeutic groups?

a) provider of safety
b) provider of corrective experiences and hope
c) observer-communicator
d) goal planner

33. The process of valuing consists of

a) prizing, chosing, and acting on
b) choosing and acting on
c) prizing and acting on
d) believing, prizing, and acting on

34. Which behavior of Ray's indicates that he may be in the pre-protest or denial stage of the grieving process?

a) following the rules (honeymooning)
b) breaking the rules
c) hitting the child care worker
d) none of these

35. The major theories of loss and separation

a) are very different in their interpretations of grief behavior
b) are identical in their interpretations of grief behavior
c) are only slightly different in their interpretations of grief behavior
d) examine different aspects of grief behavior

36. In crisis situations, the child care worker must be able to

a) use a variety of intervention techniques
b) use a single intervention technique
c) prevent outbursts of acting-out behavior
d) use a life-space interview to defuse the situation

37. Clinicalism is the belief that

a) all individuals have psychological damage
b) clinical assessment must include ethnic factors
c) individuals have psychological damage as the result of the treatment of the individual's race
d) racial/ethnic factors are irrelevant to clinical issues

38. The general category of behavior that might actually be a manifestation of cultural difference rather than of inappropriate behavior is

a) inadequate communication skills
b) socially unacceptable behaviors
c) lack of response to conventional approaches
d) all of the above
e) none of the above

39. In a group of children in residential care, it is clear that the workers are doing their job in terms of forming the children into a cohesive group when it can be seen that <u>among the children</u>

a) the group has no dominant leaders
b) the group has one dominant leader
c) the group leaders direct the other members
d) the group leaders assist the other members

40. The client-centered worker probably believes

a) people are motivated by rewards or punishment
b) people need leadership and a sense of belonging
c) behavior is learned, and must be changed through relearning
d) one person can't really change another
e) none of these

41. In child care, the worker's change agent styles

a) can be consciously manipulated by team decision
b) must be fixed and consistent
c) need to be all of the same type
d) must stress the importance of commitment

42. When Ray punched the child care worker, the stage of the crisis in which the worker intervened was

a) beginning stage
b) middle stage
c) final stage
d) none of these

43. If the worker had been able to assess the situation properly, which factor would have given him a cue to focus on in preventing the situation?

a) Willie was going on a home visit
b) Ray gave no cues in this situation
c) Ray and Willie often fight
d) the school reports from that day

44. One of the child care workers who works with Ray is attempting to get Ray to stop grabbing food at the table. To do that correctly, it is crucial for the worker to

a) be firm in telling Ray to stop doing it
b) be clear about why Ray is doing it
c) be ready to offer Ray substitute behavior for the same situation
d) role model the appropriate behavior

45. To get Ray to stop bragging unrealistically, to stop silliness, etc., the child care worker needs to help Ray find another way to gain peer acceptance. The most important characteristics of this new behavior are that it be both

a) age appropriate and able to show Ray's skills
b) able to show Ray's skills and able to accomplish treatment goals
c) able to accomplish treatment goals and something Ray likes to do
d) age appropriate and able to diminish self-defeating behavior

46. In terms of children experiencing grief because of losses associated with residential placement, the child care worker

a) has simply to respond to the children's expressions of grief
b) has work to do in helping the children begin the early stages of grief
c) has work to do in helping the children experience the later stage of grief
d) has work to do in helping the children experience the whole grieving process

47. Many systems of values "intersect" in child care worker practices. Which of the following systems contains values about which the child care worker must be aware?

a) the clients' beliefs--i.e., the beliefs of the child and family
b) the agency's purposes and goals
c) all of these
d) none of these

48. In using the life-space interview technique with Ray after his fight with Willie, a worker would be most interested in

a) hearing Ray's view of what happened
b) stressing the seriousness of what Ray had done
c) conveying the worker's perception of the situation
d) none of these

49. If you as the child care worker for Ray were not certain how to help Ray's development of self-discipline, what would you do?

a) seek help from supervisor
b) take a course on adolescent discipline
c) read several books on discipline
d) all of the above

50. If you were physically abused as a child, what issues in Ray's behavior must you be aware of to insure objectivity in your work with him

a) his "private" crying
b) his violent outbursts
c) his abusive language
d) his bragging
e) all of the above
f) none of the above

51. How might your membership in a professional child care organization aid you in your work with Ray?

a) contacts with similar experience
b) professional journal articles
c) people with more influence than you
d) a and b
e) a, b, c

52. If you want to take Ray home to live with you, what would prevent you from doing so?

a) professional ethics
b) money
c) your family
d) standards
e) a & d

53. The most important feature of attending behavior is

a) body language
b) eye contact
c) verbal following
d) all of the above
e) none of the above

54. In being aware of what is really going on with a group, it is important to

a) keep track of the content talked about
b) direct all the activities so you know what everyone is doing
c) focus on the process issues such as inclusion, which are operating in the group
d) identify the natural leaders in a group and align yourself with them
e) all of the above are equally important

55. Groups can impact an individual in which of the following ways

a) supporting behavior within the group's norms
b) applying social sanction is to reduce inappropriate actions
c) providing models for alternative ways of approaching situations
d) all of the above
e) none of the above

56. Mark each of the following true or false.

_____ Child care work methods should be well-disciplined and orderly.

_____ Staff members use many methods to keep in touch with how residents feel about themselves and the program.

_____ The staff should set high standards of achievement for the children in care, not allowing sloppy, careless behavior to get by.

_____ The staff should admit errors to residents openly and easily

_____ The staff should allow residents to make many decisions about their activities, their use of time, and their rooms.

_____ The staff should keep up to date on the child care field.

_____ The residents should be able to discuss issues with the staff without fear or hesitation.

_____ The staff should place great emphasis upon residents learning to work together effectively and to understand each other.

57. Positive therapeutic relationships between child care workers and multi-ethnic clients are built on

a) developing ethnic competence and reducing ethnocentrism
b) having caretakers serve only those clients who are of the same race as the caretaker
c) systemmatically considering the issues of sexism, racism and elitism

58. Check the basic feeling which contributes to a dysfunctional family

a) anger
b) hurt
c) fear
d) love
e) joy

59. Which of the following are appropriate burnout prevention measures

a) avoid being taken in by parents seeking to abdicate their responsibilities
b) keep meetings brief
c) withdraw
d) maintain sense of humor
e) all of the above
f) a, c, d

60. Three resource systems found in most communities are

a) informal, formal and societal
b) informal, natural, and formal
c) human service, nonservice, and private
d) formal, membership, and societal

61. If there are no resources in your community to meet the needs of a resident, you as a child care worker should

a) tell the child that he or she is expecting too much from the system
b) try to discover undeveloped or unused community resources that might be able to meet the need
c) tell the child to make the best of the situation
d) a and b

62. Which of the following techniques are appropriate in child advocacy by a child care worker

a) referring and persuading
b) persuading and pressuring
c) pressuring and mobilizing
d) mobilizing and referring

63. In child care, the consulting process involves which of the following?

a) requesting help in the form of advice or information from other workers to solve personal problems
b) requesting help from other workers to solve client related problems
c) requesting, obtaining and providing help to solve personal problems
d) requesting, obtaining and providing help to solve client-related problems

64. Ray, Jr.is five to seven times more likely to become an alcoholic because of Ray, Sr's. alcoholism

a) True
b) False

65. When Penny talks to Willie about his relationship and behavior with his roommate Ray, she should

a) Withhold certain emotional and behavioral information
b) avoid self-disclosure
c) be specific
d) not overload Willie with information
e) all of the above
f) a, c, d
g) none of the above

66. The environment as a treatment facilitator should be sensitive to

a) feel, smell, look, and sound
b) mood, texture, variety, feeling of privacy or excitment
c) the emotional, action, and communication message
d) all of the above
e) a and b

67. Standards for child care in the form of licensing regulations

a) is a legislative way of controling free enterprise
b) assures only minimum levels of program performance
c) guarantees that children's best interests will be protected

68. According to Max Weber's concept of organizational development, most child care facilities would be considered

a) charismatic
b) bureaucratic
c) democratic
d) autocratic

69. Given Ray's reaction to placement, what would be your prediction about his reaction to transition to a subsequent phase

a) anger
b) fear
c) depression
d) acceptance

70. What are the appropriate steps in preparing a child for transition?

a) worker informs resident of probable future events and expectations
b) worker verifies the resident's understanding
c) worker observes and reports on resident's subsequent behavior
d) worker advocates for changes in service plan if resident does not agree with the plan
e) a, b, c
f) a, b, c, d
g) none of the above

71. To appropriately manage program supplies and resources, the worker should

a) know the budget
b) be attentive to individual resident's needs
c) follow the instructions of supervision
d) purchase only what is needed
e) all of the above

72. On one of Ray's runs from the facility, he spent considerable time at a local Quick Shop. The manager was quite instrumental in seeing that Ray got back to the facility. In order to enhance public relations, you as the supervising child care worker, should

a) ask the director to send a note of thanks
b) call the manager and invite him on a tour of the facility
c) require that Ray write a thank you note
d) do nothing. You don't want to make a big deal about running behavior

73. When organizing an in-service training session for other members of the staff, it is helpful for child care workers to consider some of the principles of

a) andragogy
b) pedagogy
c) androgony
d) philanthropy

74. In order to gather additional information about Ray during the first week of his placement in the home, which of the following techniques could be undertaken by the child care workers?

a) observation
b) interviewing
c) reviewing existing records
d) physical examination
e) psychological tests
f) a, b, and c
g) a, b, and e
h) all of the above

75. The most objective information about Ray would be found in

a) interviews with his mother
b) truancy records from his school
c) projective tests
d) interviews with Ray

76. Multicausality is an important concept related to the assessment process because

a) it upholds ethical principles
b) it helps to integrate philosophies of various social science disciplines
c) it avoids generalizations and allows for an assessment of individual or unique situations
d) it considers the team approach to treatment planning

77. When the child care workers begin to assess the reason for Ray's crying himself to sleep, which of the following explanations should be considered?

a) Ray is feeling the separation and loss of his family and is grieving
b) Ray has had nightmares and is fearful
c) Ray cries while he is praying
d) all of the above
e) none of the above
f) a and b

78. Evaluations of an agency, a worker's performance, or a treatment/case plan should

a) be regular and on-going (formative)
b) include a summative or final report
c) provide a written record
d) be as objective as possible
e) a, b, and c
f) all of the above

79. Bob, the child care worker, is responsible for writing a one month progress evaluation report on Ray. Which of the following statements would be appropriate to include in this report?

a) Ray loses his cool
b) Ray bad mouths the staff
c) Ray has been involved in four physically aggressive fights in the last four weeks
d) Ray is psychotic

80. On the evening that Bob broke up the fight between Ray and Willie, Bob should plan to

a) communicate what happened with the child care worker who works the next shift
b) write a description of the incident in Ray's records and the general log
c) discuss the incident in supervision
d) inform Ray's social worker
e) tell Willie's parents that Willie provoked a fight
f) inform both Ray and Willie about what the consequences for their behavior will be
g) role play with Ray some possible alternative responses to Willie's arguments about going home
h) all of the above

81. Bob, the child care worker, is the same age (30) as Ray's mother, Rebecca. It is likely that they could both be encountering the same developmental issues for the middle years of adulthood. According to Erikson, this would be:

a) self-concept vs. self-doubt
b) generativity vs. stagnation
c) integrity vs. despair
d) trust vs. mistrust

82. Bob is experiencing insomnia and feels irritable most of the time. This is a sign that

a) he is under stress
b) he is depressed
c) he should get a different job
d) he is neurotic

83. Some of the methods that Bob might use to reduce his irritability and insomnia are

a) exercise, relaxation and talking to friends
b) meditation, talking to friends and vitamins
c) vitamins, a vegatarian diet, and sleeping pills
d) calling in sick, sleeping pills, and reading a boring book

84. The appropriate role for the child care worker in the development of a cohesive group is to avoid interference in order to permit the group to develop naturally

a) True
b) False

85. If an adolescent is placed in a group home by the court, the parents no longer have the right to be involved in legal actions concerning the child

a) True
b) False

86. Which of the following is not a step in a problem solving process

a) define the problem
b) set the goals
c) choose and implement strategies
d) evaluate the process
e) develop new roles

87. Why is it important to understand the age, race, sex and cultural background influences of children and adolescents in group care?

a) people with the same characteristics behave exactly alike
b) children in care are always different from the general public in behavior
c) these characteristics are useful in understanding the child better
d) most people are alike

88. State and local residential child care facilities need to be understood from a systems perspective and should also include what other perspective

a) international
b) industrial
c) national
d) mutual

89. Two components of a youth service/child care organization are organization personnel and organization structure. What are the other two components?

a) policy and clients
b) systems and procedures
c) manuals and services
d) location and program
e) philosophy and rules
f) funding and referrals

90. Output in residential child care organizations differs from output in a business by

a) being easier to identify
b) costing more to produce
c) being harder to define
d) being a product for sale

91. Which of the following would be important for Bob to successfully communicate with Ray

a) be very clear
b) be receptive to feedback
c) relate to Ray's immediate needs
d) b and c
e) all of the above

92. When Bob and Penny discuss the field trip incident with their supervisor, they should expect which of the following?

1) evaluation
2) explanation
3) support
4) favoritism
5) discipline
6) action on the problem
7) training

For Question 92, select your answer from the following

A. 1, 2, 3, 4, 5
B. 2, 3, 5, 6, 7
C. 3, 4, 5, 6, 7
D. 1, 2, 3, 6, 7

93. Which of the following is the purpose of supervision?

a) to keep efforts moving toward agency goals
b) to promote competition
c) to facilitate communication
d) to assist workers to grow professionally
e) a, c, and d
f) b, c, and d

94. Nonverbal communication includes

a) blinking eyes
b) frowning
c) using a microphone
d) using a dictaphone
e) crossing your arms
f) a, b, and e
g) c and d
h) all of the above

95. When Bob meets with his supervisor to discuss his personal performance evaluation, this meeting should include

a) a written evaluation of his past performance
b) planning his professional goals for the coming year
c) determining strategies or objectives to reach those goals
d) all of the above

96. On the morning of the field trip, when Bob returns to discuss Ray's situation, which of the following skills is he using?

a) describing
b) observing
c) communicating
d) interviewing

97. Which leadership style is most appropriate for the workers to use on the morning of the field trip?

a) authoritarian
b) laizze-faire
c) democratic

98. Which of the following steps should be used in the process of group conflict resolution on the day of the field trip?

a) identify central issues
b) identify individuals involved
c) consider all positions
d) identify alternative solutions
e) establish a compromise
f) restrict all of the children to their rooms for the day
g) let the children fight it out
h) report it to your supervisor
i) a, b, c, d, e
j) b, f, h

99. Communication is

a) sharing information
b) creating understanding
c) talking to people
d) all of the above

100. In using the life-space interview, the worker must concentrate on

a) making his verbal message clear
b) making his nonverbal messages fit his verbal messages
c) neither a nor b; the focus is on the child
d) both a and b

WASHBURN UNIVERSITY
SCHOOL OF APPLIED AND CONTINUING EDUCATION
THE TASK APPROACH TO CHILD CARE COMPETENCY
PARTICIPANTS PRE-ASSESSMENT QUESTIONNAIRE

LIST THAT CORRELATES QUESTIONS WITH COMPETENCIES

COMPETENCY	QUESTION NUMBERS
1. Interviewing	20, 36, 48, 53, 91, 96, 100
2. Assessment	23, 43, 74, 75, 76, 77
3. Information Management	19, 28, 65, 74, 75, 79, 80
4. Planning	16, 27, 31, 95
5. Evaluation	16, 27, 31, 78, 79, 95
6. Problem Solving	62, 80, 86, 98
7. Communication	28, 52, 59, 65, 70, 80, 91, 94, 96, 99
8. Human Development	1, 3, 4, 5, 7, 8, 9, 11, 12, 13, 15, 21, 45, 50, 64, 81
9. Teaching & Training	6, 15, 17, 25, 44, 45, 73, 80
10. Advocacy	26, 60, 62, 70
11. Self-Development	49, 63, 92, 95
12. Self-Awareness	24, 30, 40, 41, 50, 65
13. Values Clarification	24, 33, 37, 47
14. Professional Identity	24, 40, 41, 51, 56, 63, 95
15. Ethics	52
16. Stress & Burnout Management	59, 82, 83
17. Situational Counseling	20, 36, 48, 100
18. Crisis Diffusion or Management	30, 36, 42, 43, 97, 98
19. Preparation for Transition	2, 10, 34, 35, 46, 69, 70
20. Personal Living Skills	44
21. Teaching Alternative Behaviors	15, 25, 44, 45, 80
22. Case Planning	16, 27, 78
23. Observing, Recording, Inter-Behavior	19, 28, 69, 74, 75, 79, 80, 96
24. Cultural Differences	29, 37, 38, 87
25. Family Systems Theory	5, 7, 23, 58
26. Group Facilitation	32, 84, 97
27. Group Problem Solving	39, 97, 98
28. Group Learning Experiences	54, 55, 72
29. Group Dynamics Theory	18, 21, 54, 84, 97
30. Group Counseling Techniques	18, 19, 21, 32. 39
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WASHBURN UNIVERSITY
SCHOOL OF APPLIED AND CONTINUING EDUCATION
COMPETENCY-BASED ADVANCED FIELD INSTRUCTION
YOUTH SERVICE/CHILD CARE WORK PROJECT

ANSWER KEY
PARTICIPANTS ASSESSMENT QUESTIONNAIRE

1. C
2. B
3. A
4. C
5. C
6. B
7. C
8. B
9. A
10. D
11. A
12. B
13. B
14. C
15. D
16. D
17. B
18. A
19. B
20. C
21. C
22. B
23. D
24. D
25. A
26. D
27. C
28. D
29. A
30. A
31. B
32. D
33. A
34. A
35. C
36. A
37. C
38. D
39. D
40. E
41. A
42. B
43. A
44. C
45. D
47. D
47. C
48. A
49. D
50. E
51. E
52. A
53. D
54. C
55. D
56. T
T
F
F
T
T
T
T
57. A
58. A
59. F
60. A
61. B
62. B
63. D
64. A
65. E
66. E
67. B
68. B
69. A
70. E
71. E
72. A
73. A
74. F
75. B
76. C
77. D
78. F
79. C
80. H
81. B
82. A
83. A
84. B
85. B
86. E
87. C
88. C
89 A
90. C
91. E
92. D
93. E
94. F
95. D
96. C
97. A
98. I
99. D
100. D

FOUNDATIONS

In order to maintain a certain level of performance in all areas of responsibility, the child care worker is dependent upon some basic knowledge and skill, and attitude. These foundation blocks include, planning, problem solving, information management, etc. and are essential to effective practice. The children in their care, the employing agency and the community within which they work as well as professional identity are related to these basic foundations. The competencies related to Foundations include the following:

- Interviewing
- Assessment
- Information management
- Planning
- Evaluation
- Problem-Solving
- Communication
- Human Development
- Teaching and Training
- Advocacy

Interviewing

DESCRIPTION:

The conscious use of self in information gathering in the face-to-face communications between child care worker and client.

INDICATORS:

- Initiates the interview by getting acquainted and stating the purpose.
- Obtains and provides information.
- Reviews what has been discussed and decides what will be done next.
- Actively listens, observes and recalls what has been said.
- Asks questions that are clear and understandable.

Assessment

DESCRIPTION:

The process of collecting and compiling information in order to determine the breadth and scope of the current situation for case planning, management, and service delivery.

INDICATORS:

- Collects data through interviewing, testing, observing.
- Organizes and interprets the data.
- Makes decisions based on information about what is the problem.
- Records data accurately for use by the team.

Information Management

DESCRIPTION:

The acquisition, interpretation, and dissemination of data related to the client, the group, the program or the community.

INDICATORS:

- Recognizes situations in which it is appropriate to obtain information.
- Recognizes sources for and obtains data (recorded materials) in a manner consistent with agency policies and procedures and maintains confidentiality.
- Recognizes appropriate data (information) in the materials obtained.
- Understands and acquires assistance in interpreting information as necessary.
- Assimilates the essence of the information's content and notes sources for future utility.
- Recognizes situations in which it is appropriate to record information in written form.
- Organizes information for presentation in a logical sequence.
- Records information legibly.
- Shares information appropriately.

Planning

DESCRIPTION:

The logical, thoughtful design of a scheme of action that occurs before the action is necessary and includes problem definition, goals, strategies, responsible parties, and methods of evaluation.

INDICATORS:

- Identifies a problem.
- Collects information about the problem including its precipitating factors.
- Brainstorms ideas about solving the problem.
- Conducts a force-field analysis of the alternatives.
- Determines goals and objectives.
- Specifies and assigns tasks to be done or services to be delivered.
- Establishes time schedules.

Evaluation

DESCRIPTION:

Both the monitoring of client or group progress toward goal achievement and the determination of the quality and efficiency of the overall service program.

INDICATORS:

- Describes goals for program or client.
- Describes the program or client in detail.
- Measures the performance and the progress of the program or client in meeting stated goals.
- Recommends change, if necessary.
- Recognizes situations in which evaluation is appropriate.

Problem-solving

DESCRIPTION:

The logical, thoughtful method of defining problems and settling disputes, answering questions, dealing with issues over-coming resistance in order to determine an appropriate intervention.

INDICATORS:

- Clarifies the problem and obtains information.
- Sets up goals.
- Finds alternative solutions.
- Gains consensus when necessary.
- Plans and organizes for action.
- Takes action or supports those whose action is necessary.
- Evaluates progress towards goals.

Communication

DESCRIPTION:

The theoretical and behavioral elements of conveying and receiving affective and objective information.

INDICATORS:

- Uses a language base understood by both client and worker.
- Listens and understands what is being said, as well as, what is not being said.
- Asks open-ended questions, gives clarification.
- Uses appropriate intonation, inflection and volume of voice.
- Detects incongruency between the message and behavior of the client or self.
- Uses appropriate body language.
- Conveys interest through eye contact.
- Recognizes cultural differences in communication styles.
- Tests with the client their understanding of the communication, asks for and gives feedback.

Human Development

DESCRIPTION:

Knowledge related to the stages and developmental tasks of infancy to adulthood. This also includes issues of abnormal development.

INDICATORS:

- Identifies major developmental stages.
- Identifies major developmental tasks.
- Identifies basic developmental needs.
- Identifies intrapsychic and interpersonal factors which help or hinder maturation and adjustment.
- Identifies causes for mental breakdown, stress, family disorganization and multiple-handicaps.
- Relates information to the understanding of or work with a particuar client.
- Uses information to decide when referral to other professional is necessary.

Teaching and Training

DESCRIPTION:

The theoretical and behavioral elements that aid in the acquisition of new knowledge or skill.

INDICATORS:

- Introduces the participant to the purpose of the learning experience.
- Gains consensus about the goals of the learning experience.
- Explains the process clearly and concisely.
- Demonstrates the skill or activity to the participant or develops a process for the participant to discover the necessary skill or information.
- Involves the participant in practicing and participating in the learning experience (either during the demonstration or at the end).

Advocacy

DESCRIPTION:

The active involvement in the education about or support of an issue or cause related to an individual or class of children.

INDICATORS:

- Pleads another person's or group's cause in an informed, objective manner.
- Speaks or writes in support of something.
- Identifies issues or situations which represent a threat to an individual or group's basic human rights and takes action to educate other.
- Recognizes legitimacy of a complaint or grievance.
- Decides whether advocacy is necessary.
- Obtains consent from client before implementing advocacy strategy on their behalf.

In order to acquire additional knowledge, skills, or attitudes in the competency areas covered in Foundations, we suggest the following:

Berlin, Irving N, Advocacy for Child Mental Health. New York: Brunner/Mazel Publ., 1975.

Cummings, Susan, Communcation for Education. Scranton: Intext Educational Publishers, 1971.

Deutch, Francine, Child Services on Behalf of Children. Monterey, Calif: Brooks/Cole Publishing Co., 1983.

Gibson, Janice T., Living Human Development Through the Life Span. Reading, Mass: Addison-Wesley Publishing Co., 1983.

Knowles, Malcolm, The Modern Practice of Adult Education. New York: Associated Press, 1970.

Lewis, Dana K., Working with Children: Effective Communication Through Self-Awareness. Beverly Hills: Sage Publications, 1981.

Walton, Ronald and Elliott, Doreen (Eds.), Residential Care: A Reader in Current Theory and Practice. New York: Pergamon Press, 1980.

RESPONSIBILITY TO SELF

Child Care Workers are dependent upon themselves as the key to successful work with the children and youth in their care. The values, background experiences, knowledge, skills and attitudes that the individual brings to the job provide a basis for their working style. Professional identity develops out of a commitment to the work beyond the scope of a forty hour work week. Competencies related to the child care worker themselves set the tone and establish the potential for competence in the other areas of responsibility. The competencies related to self include the following:

- Self-Development
- Self-Awareness
- Values Clarification
- Professional Identity
- Ethics
- Stress and Burn Out Management

Self-development

DESCRIPTION:

The continued process of knowledge aquisition, skill development and self-betterment.

INDICATORS:

- Makes periodic assessment of personal and professional learning needs.
- Establishes personal and professional betterment goals.
- Uses available resources for knowledge or skill acquisition.
- Takes advantage of formal and informal opportunities for personal and professional self-betterment.

Self-awareness

DESCRIPTION:

Consciousness about the personal and professional identity - beliefs, values, strengths, weaknesses, fears and challenges.

INDICATORS:

- Can accurately describe self beliefs and values.
- Understands how beliefs and values influence perceptions and action.
- Can accurately describe personal and professional strengths.
- Can accurately describe and accept weaknesses.
- Is aware of personal fears and their causes.
- Can describe what is personally and professionally challenging and how beliefs, values, strengths, weaknesses, and fears influence these.
- Can describe how acquires information.
- Can describe how assigns meaning to sense data.
- Can describe emotional or affective response to sense data.
- Can describe own intentions.
- Can describe own behavior.

Values clarification

DESCRIPTION:

Clarity related to that which is preferred as it compares and contrasts with other individual, agency and community norms. This is not to be confused with that which is held to be true as a knowledge base.

INDICATORS:

- Can clearly state personal, moral, social, societal preferences.
- Can clearly state how personal preferences differ from community and agency norms.
- Can differentiate between that which is held as a value and that which is known as a fact.
- Understands how values influence assessment, problem definition, problem solving and service delivery.

Professional Identity

DESCRIPTION:

The personal commitment to and the identification with the highest standards of the child care profession.

INDICATORS:

- Can state the standards for the child care work profession.
- Can describe the history of the development of the profession.
- Demonstrates commitment to the profession by membership in professional organizations.
- Demonstrates commitment to professional behavior by actively participating in professionally focused learning experiences.
- Demonstrates a professional connection with youth service/child care by identifying self as a professional.
- Can describe the place of child care in the human service field.
- Reads the child care professional literature.

Ethics

DESCRIPTION:

Knowledge of and commitment to the standards of conduct of the child care profession.

INDICATORS:

- Can state the standards of conduct for the child care profession
- Appropriately separates personal and professional life.
- Is not involved in unethical or illegal conduct on the job or at home.
- Relates to clients according to requirements of child care licensing laws, regulations, standards, and agency expectations.

Stress and Burn Out Management

DESCRIPTION:

The ability to reduce the pressure and strain of the job to the level that allows optimum personal performance.

INDICATORS:

- Maintains personal energy.
- Focuses energy positively on goals.
- Sees reality in a routine light.
- Accepts personal problems and confronts them without "taking it out" on others.
- Sets up personal importance.
- Focuses on the "here-and-now" and what can be done right then.
- Takes personal time to recreate.
- Shares self with others.
- Participates in ongoing process of self-assessment.
- Accepts change and uncertainty.

RESPONSIBILITY TO SELF

To further enhance your competencies related to Responsibility to Self, we suggest the following readings.

Alberti, Robert and Emmons, Michael, Your Perfect Right. San Luis Obispo, Calif: Impact Press, 1970.

Benson, Herbert. The Relaxation Response. New York: Avon, 1975.

Fensterheim, Herbert and Baer, Jean, Don't Say Yes When You Want to Say No. New York: David McKay, 1975.

Klein, Alan F., The Professional Child Care Worker: A Guide to Skils, Knowledge, Techniques and Attitudes. New York: Association Press, 1975.

Kerschenbaum, Howard and Simon, Sidney (eds.), Readings in Values Clarification. Minneapolis, Minn.: Winston Press, 1973.

Selye, Hans, Stress Without Distress. New York: McGraw-Hill, 1978.

RESPONSIBILITY TO THE CHILD:

Obviously, much of the time, attention, activities and programs in this field focus on the individual child. For many people, it is the work with the child which attracted them to this occupation. Responsibilities to the child are crucial for successful outcomes. Your own personal professional development, as well as, group issues, agency plans and community concerns, all revolve around the needs of children in your care. Your ability to be effective with these children hinges on a variety of attitudes, skills and knowledge including counseling, teaching, crisis management, family systems theory and cultural differences. The competencies related to the child include the following:

- Situational Counseling
- Crisis Diffusion or Management
- Preparation for Transition
- Personal Living Skills
- Teaching Alternative Behaviors
- Case Planning
- Observing, Recording, Interpreting Behavior
- Cultural Differences
- Family Systems Theory

Situational Counseling

DESCRIPTION:

Utilizing the environment and the particulars of what is occurring to create an opportunity for a child's learning, understanding, or change of behavior.

INDICATORS:

- Isolate the child from the problem situation.
- Hears the child's view of what happened.
- Explores alternative views
- Develops insight about how the incident fits into childs pattern of behavior.
- Develops alternative behaviors for child's self expression.
- Reintegrates child into activity or program.

Crisis Diffusion or Management

DESCRIPTION:

Taking advantage of a crucial situation such that it becomes a turning point for positive growth or change in the individual or group.

INDICATORS:

- Assesses cues which indicate the development of a crisis.
- Times interventions appropriately.
- Immediately takes control.
- Gives control back to the child slowly.
- Follows through by helping child learn alternate ways of dealing with similar feelings in the future.

Preparation for Transition

DESCRIPTION:

Utilizing knowledge of separation and loss, equiping a child for change.

INDICATORS:

- Obtains the youth's suggestions for participation in planning the transition.
- Obtains specific agreements and agreements to the transition plan by all involved parties.
- Informs youth of probable future events and expectations.
- Assists child in clarifying feelings of loss and separation.

Personal Living Skills

DESCRIPTION:

Aiding the child in the acquisition of self-care skills such as cleanliness, grooming, personal hygiene, care and maintenance of clothing, table manners.

INDICATORS:

- Uses effective teaching and training skills.
- Trains child in personal self-help and living skills such as grooming, hygiene, money management or recreation.
- Motivates the child or adolescent to develop independent self-care.
- Plans tasks in increments appropriate to level of functioning.

Teaching Alternative Behaviors

DESCRIPTIONS:

A systematic and deliberate changing of negative behavior.

INDICATORS:

- Identifies goal behavior and/or behavior to be extinguished and pertinent frequency.
- Establishes a baseline of behavior.
- Explains goals to child and obtain assent and commitment.
- Negotiates a reward system or contract.
- Establishes procedures for recording and evaluating progress.

Case Planning

DESCRIPTIONS:

Using information management techniques, the ongoing monitoring and periodic adjustment of an individual's service array in order to assure progress toward goal achievement.

INDICATORS:

- Collects and reviews all available data regarding the child.
- Interviews the child.
- Gathers information necessary for problem assessment and service delivery.
- Establishes a case plan with objectives and goals.
- Evaluates progress of the case.

Observing, Recording, Interpreting Behavior

DESCRIPTION:

The ability to objectively note the behavioral, psychosocial, cultural and cognitive characteristics; reporting these in objective readable form; and utilizing the understanding of this material, transfering the information to problem-solving, decision-making and service intervention on behalf of the client.

INDICATORS:

- Observes verbal, non-verbal cues and patterns of behavior.
- Records these observations accurately, legibly and objectively using the format of the agency.
- Interprets these observations of behavior based on knowledge of human growth and development and the individual case.

Cultural Differences

DESCRIPTION:

The ability to identify and describe the major culturally influenced components of social behavior and to accomodate children's cultural differences within service programming.

INDICATORS:

- Recognizes how cultural background bears on professional practice.
- Explores child's cultural background and values.
- Assesses the difference between behavior that is abnormal and behavior that is culturally different.
- Encourages and stimulate the childrens expression of their various cultural heritages.

Family Systems Theory

DESCRIPTION:

Using genograms and their interpretation, demonstrating an understanding of the effect of the family on the individual's perception of self and sense of competence.

INDICATORS:

- Assesses the priority problems of the family.
- Assesses the significant relationships between family members and the environment.
- Gathers information about what resources are available to the family.

For more information for further development of competencies related to the individual child in child care, we recommend the following:

Berger, Milton M., Working with People Called Patients. New York: Brunner/Mazel, Publ., 1977.

Fropf, Walter, Group Child Care Training Manual: A Self Teaching Approach. Orlando: The University Presses, 1977.

Ginott, Haim G., Between Parent and Teenager. New York: The Macmillan Co., 1969.

Henley, Jr., H. Carl and Plumer, Ervin H., The Residential Child Care Worker: Concepts and Functions. Chapel Hill, N.C.: University of North Carolina, 1978.

Schopler, Eric and Reichler, Robt., Psychopathology and Child Development: Research and Treatment. New York: Plenum Press, 1976.

Whittaker, James K. and Frieschman, Albert (eds.), Children Away From Home: A Source Book of Residential Treatment. Chicago: Atherton, 1972.

RESPONSIBILITIES TO THE GROUP

The group is a living system with a personality and characteristics of its own. In child care the quality of group interdependence is especially important. The group fulfills needs for acceptance, belonging and recognition. Many factors affect your ability to effectively deal with the group including the dynamics involved and counseling techniques utilized. The competencies related to the group include the following:

- Group Facilitation
- Group Problem-Solving
- Group Learning Experiences
- Group Dynamic Theory
- Group Counseling Techniques

Group Facilitation

DESCRIPTION:

Enabling a group to discuss, plan and carry out its goals with the participation of its members.

INDICATORS:

- Discusses the various group leadersip styles.
- Defines personal leadership style preference.
- Assesses the group need and assume the style necessary for goal achievement.
- Establishes a structure from informal to formal appropriate for goal achievement.
- Changes group norms if necessary.
- Deals with disruptive individuals in the group.

Group Problem-Solving

DESCRIPTION:

Enabling a group to utilize a systematic process to overcome blockages to progress in achieving a goal in the most efficient and effective manner.

INDICATIORS:

- Utlizes a problem-solving model that moves the group from problem definition to problem solution.

- Facilitates group consensus.

Group Learning Experiences

DESCRIPTION:

The theoretical and behavioral elements leading to the design and implementation of group processes for the acquisition of new knowledge or skill.

INDICATORS:

- Discusses the experiential learning cycle.
- Designs a group learning activity.
- Facilitates group activities that accomplish learning objectives.

Group Dynamic Theory

DESCRIPTION:

The understanding of the concepts and processes typical to any group structure and the skill to use this knowledge in group communication or action.

INDICATORS:

- Understands the function of power in group communication.
- Discusses role functions in a group.
- Discusses the differences between an effective and ineffective group.
- Discusses the stages of group development.
- Understands the interpersonal needs in group processes.

Group Counseling Techniques

DESCRIPTION:

The knowledge and skills appropriate for therapeutic intervention at a group level.

INDICATORS:

- Draws clients into group process.
- Encourages participation at the level of need and ability.
- Establishes clear expectations for group behavior.
- Facilitates discussion and problem solving.
- Maintains group focus.
- Actively listens, observes, and recalls what has occurred.
- Records what has occurred.

For further readings related to group care competencies, please review the following:

Bradford, Leland (ed.), Group Care Work with Emotionally Disturbed Children. National Training Laboratories, 1961.

Fixsen, D.L., et.al., "Achievement Place: Experiments in Self-Government with Pre-Delinquents," Journal of Applied Behavioral Analysis, VI, 1973.

Foster, Genevieve, et.al., Child Care Work with Emotionally Disturbed Children. Pittsburg: University of Pittsburg Press, 1981.

Konopka, Gisela, Group Work in the Institution: A Modern Challenge. New York: William Morrow & Co., 1954.

Van Servellen, Given Marram, Group and Family Therapy. St. Louis: The C. U. Mosby Company, 1984.

Vorath, Harry H. and Bredtrd, Larry K., Positive Peer Culture. Chicago: Aldine Publishing Co., 1974.

RESPONSIBILITY TO THE AGENCY

All child care worker services are delivered within the context of a sponsoring agency. This context provides both the essential support and necessary limits to the breadth and scope of service delivery. The child care worker has as much fundamental responsibility to the employing agency as to the children that agency serves. Competence in the knowledge, skills and attitudes related to performance within an agency structure is essential to competence in direct child care work. The competencies related to the agency include the following:

- Managing Supplies and Resources
- Designing the Environment
- Personnel Functions
- Activity Programming
- Personal Performance Evaluation
- Organizational Theory
- Standards
- Information Sharing

Managing Supplies and Resources

DESCRIPTION:

The ability to budget for, plan for, and acquire adequate supplies (food, cleaning products, self care products, paper, pencils, school books, etc.) and resources (people, money, services, etc.) that are necessary to service delivery.

INDICATOR:

- Spends within the budget in a cost-effective manner.
- Plans ahead to assure availability of adequate supplies and materials.
- Uses resources efficiently.
- Accurately maintains necessary records.

Designing the Environment

DESCRIPTION:

Through choice of furnishings, colors, placement of furniture, establishing an environment that is both home-like and therapeutic, sturdy and comfortable.

INDICATORS:

- Assesses the environmental needs of clients.
- Assesses the facility to determine if the furniture and equipment is appropriate for the population being served.
- Selects durable, comfortable, homelike furniture that conforms with the needs of the population.
- Is attentive in matching colors and artful location of furniture.
- Selects the appropriate quality and quantity for the population within the budgetary constraints.

Personnel Functions

DESCRIPTIONS:

Depending upon employment level and job responsibilities participating in the hiring, training, supervision and evaluation necessary for the maintenance of quality service delivery.

INDICATORS:

- Communicates appropriately with all staff members.
- Participates in the development of staff rapport.
- Is cooperative and works toward elimination of power struggles and conflicts.
- Puts children's needs before personal needs.
- Is a positive participant in the child care team.
- Understands each team members role in the work group.
- Understands the teams purpose and role in the total functioning of the agency.
- Encourages support and collaboration among team members.
- Actively participates in supervision.
- If appropriate, provides supervision to others.
- Participates in hiring and firing of staff.

Activity Programming

DESCRIPTION:

Planning and implementing purposive opportunities that serve to fill the child's hours while providing opportunities to learn and grow.

INDICATORS:

- Discusses the elements of activity programming.
- Assesses the needs of the children to determine appropriate programs and activities.
- Uses children's input for programming.
- Selects activities based on goals.
- Has the required resources and materials for the activity at the time of the activity.
- Is creative in the selection and implementation of activities so that activities vary even if goals remain the same.

Personal Performance Evaluation

DESCRIPTION:

Through objective analysis the ability to personally define professional strengths and weaknesses on the job.

INDICATORS:

- Is conscious in use of self.
- Describes personal and professional strengths and weaknesses.
- Initiates self improvement experiences to enhance strengths or overcome weaknesses.
- Asks for and accepts constructive criticism from peers and supervision.

Organizational Theory

DESCRIPTION:

The understanding of the concepts and processes typical to any bureaucratic structure and the skills to utilize this knowledge in professional communication and action.

INDICATORS:

- Discusses the major organizational theorists.
- Describes own organization's character.
- Describes organization's policies and procedures.
- Describes the organizations structure; employee roles and responsibilities; lines of authority; communication channels.
- Knows organization's grievance procedure and how to use it.

Standards

DESCRIPTION:

The understanding and acceptance of the overall performance level expected related to all aspect of the child care service delivery.

INDICATORS:

- Discusses the Child Welfare League of America's Standards for child care.
- Discusses the performance of expectation of the level of care of own facility.
- Compares the CWLA standards to the level of care expectations of own facility.
- Acts in conformance with agency policies and procedures.

Information Sharing

DESCRIPTION:

Observing the rules of confidentiality and accurate data collection and interpretation providing the data in verbal or written form to the child's family, team members, service resources or other appropriate recipients in the context of the child's service needs.

INDICATORS:

- Discusses and accepts the rules of confidentiality and acts in conformance with these rules.
- Identifies and describes different types and sources of information.
- Identifies and describes different aspects of the manner in which information is appropriately given.
- Chooses the appropriate manner for the particular recipient of the information.
- Is able to accept informational input.

Additional information available for developing additional competencies related to your agency is contained in the following:

Berne, Eric, The Structure and Dynamics of Organizations and Groups. New York: Grove Press, 1966.

Mayer, Morris Fritz, A Guide for Child Care Workers. New York: The Child Welfare League of America, 1978.

Savicki, Victor and Brown, Rosemary, Working with Troubled Children. New York: Human Services Press, 1981.

Townsend, Robert, Up the Organization. Greenwich, Conn.: Fawcett Crest Book, 1970.

Whittaker, James K., Caring for Troubled Children. San Francisco: Jossey-Bass Publishers, 1980.

RESPONSIBILITY TO THE COMMUNITY

No child care facility operates in isolation from the community in which it is located. No facility can offer all the resources necessary for the adequate appropriate care of children. In order to provide the maximum level of quality care, the child care worker must maintain certain responsibilities to the community environment in order to utilize environmental resources in support of children's services delivery needs. As with competence related to the employing agency, competence in knowledge skills, and attitudes related to performance within a community context is essential to competence in direct child care work. The competencies related to the community include the following:

- Urban/rural and regional differences
- Public Relations
- Laws
- Service Delivery Systems
- Social Issues

Urban/rural and regional differences

DESCRIPTION:

Understanding of the sources and effects resulting from life experiences of an urban or rural nature, as it relates to a child's service needs and staff's ability to respond to them.

INDICATORS:

- Recognizes differences in communication and emotional feeling styles.
- Recognizes food differences.
- Recognizes variations in family roles and lifestyles.
- Utilizes formal and informal community systems and resources.

Public Relations

DESCRIPTION:

The ability on an on-going basis to communicate the goals and the needs related to programming for children in out-of-home placements; understanding of and choice of the best methods of communication given the particulars of the recipient of this information.

INDICATORS:

- Provides honest accurate information to the public.
- Seeks long-term funding patterns.
- Works closely with other local providers.
- Establishes mechanisms for local control.
- Provides news and feature stories that suit media needs.
- Monitors the media.
- Uses volunteers.
- Utilizes consumers.

Laws

DESCRIPTION:

Understanding and acceptance of the federal, state and local laws governing child care and their implications for child care service delivery.

INDICATORS:

- Recognizes and protect the legal rights of the child and the family.
- Recognizes and protect the legal rights of the staff and the organization.
- Understands the legislative process and it's impact on child care.

Service Delivery Systems

DESCRIPTION:

The understanding and appropriate use of all service resources available for child care; understanding resource needs related to service and income eligibility for the children in care; understanding of the interactions between resource systems such that these interactions are not a barrier to service for children.

INDICATORS:

- Identifies available community resources.
- Provides information and referral.
- Identifies role of own agency within service delivery system.

Social issues

DESCRIPTION:

Understanding the sources and effects of poverty, sexism, racism, agism, child abuse, chemical dependency, family violence, etc. on yourself, the staff, the children in care and the service systems in the community.

INDICATORS:

- Identifies current social issues and understand historical, environmental and social trends which contribute to the problem.
- Recognizes the effects of social issues on self, the child, the family, the staff and the community.
- Identifies efforts towards social change.

RESPONSIBILITY TO THE COMMUNITY

Competency expansion in the area of responsibilities to the community is possible through review of the following suggested readings:

Devore, Wynetta and Schlesinger, Elfriede, Ethnic-Sensitive Social Work Practice. St. Louis: The C. U. Mosby Company, 1981.

Hill, Robert B., The Strengths of Black Families. New York: Emerson Hall Publ., 1971.

Mayer, Morris F., et.al., Group Care of Children: Crossroads and Transitions. New York: Child Welfare League of America, 1978

Wodarsky, John S., Rural Community Mental Health Practice. Baltimore: University Park Press, 1983.

DOCUMENTATION CONTRACTS

DOCUMENTATION CONTRACT

Competency Title: Interviewing - the conscious use of self in information gathering in the face-to-face communications between child care worker and client.

Example of Documentation Activity:

Provide a list of the questions you would ask in an initial interview to gather information about an adolescent in your care. If you are using an existing intake interview form, provide a completed one.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student Date

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DOCUMENTATION CONTRACT

Competency Title: Assessment - the process of collecting and compiling information in order to determine the breadth and scope of the current situation for case planning, management, and service delivery.

Example of Documentation Activity:

Provide an example of a written assessment you have conducted for case planning, management and service delivery.

Describe what you will do to document the existence of the competence:

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Student Date

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Information Management - the acquisition, interpretation, and dissemination of data related to the client, the group, the program or the community.

Example of Documentation Activity:

Provide a list of the questions you would ask in an initial interview to gather information about an adolescent in your care. If you are using an existing intake interview form, provide a completed one.

Describe what you will do to document the existence of the competence:

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Planning - the logical, thoughtful design of a scheme of action that occurs before the action is necessary and includes problem definition, goals, strategies, responsible parties, and methods of evaluation.

Example of Documentation Activity:

Provide an example of a plan for improving the programming in your agency.

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Student Date

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Evaluation - both the monitoring of client or group progress toward goal achievement and the determination of the quality and efficiency of the overall service program.

Example of Documentation Activity:

Evaluate your program using the forms of your state licensing agency.

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Problem-solving - the logical, thoughtful method of defining problems and settling disputes, answering questions, dealing with issues over-coming resistance in order to determine an appropriate intervention.

Example of Documentation Activity:

Describe case study in your agency and, demonstrate your ability to use the problem-solving method.

Describe what you will do to document the existence of the competence:

Completion Date _____

Comments:

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Student Date

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Communication - the theoretical and behavioral elements of conveying and receiving affective and objective information.

Example of Documentation Activity:

Provide a tape-recorded interaction demonstrating your ability to use basic communication skills.

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Human Development - knowledge related to the stages and developmental tasks of infancy to adulthood. This also includes issues of abnormal development.

Example of Documentation Activity:

Using Erikson's developmental tasks assess an individual in your care, how well have they mastered each developmental task? Which tasks are they currently working on? In what ways do their problems represent a developmental task which has not been mastered? Give examples and remember to protect confidentiality.

Describe what you will do to document the existence of the competence:

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Student Date

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Field Supervisor Date

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DOCUMENTATION CONTRACT

petency Title: Teaching and Training - the theoretical and behavioral elements that aid in the acquisition of new knowledge or skill.

mple of Documentation Activity:

Provide a written description of a teaching or training session you have conducted for either the children in your care, the staff or community groups. Outline and evaluate your performance. Examples could include teaching a game, giving an in-service on the use of physical restraints or speaking at a church-group on child abuse.

cribe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Advocacy - the active involvement in the education about or support of an issue or cause related to an individual or class of children.

Example of Documentation Activity:

Describe a situation in which you have acted as an advocate for either an individual or a cause. What did you do? What happened? How would you act differently in the future if the same situation arose again?

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student	Date
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DOCUMENTATION CONTRACT

ompetency Title: Self-development - the continued process of knowledge aquisition, skill development and self-betterment.

xample of Documentation Activity:

Describe a situation in which you recognized your own limitations and sought out consultation assistance. Provide documents such as consultants reports, which support your efforts.

List the training events, workshops, in-service programs, courses you have attended in the last year. Attach material describing this training. If you have not attended any such training, develop a list of organizations that provide this type of training and collect information about their programs. Develop a training plan based on your most recent evaluation.

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DOCUMENTATION CONTRACT

ompetency Title: Self-awareness - consciousness about the personal and professional identity - beliefs, values, strengths, weaknesses, fears and challenges.

xample of Documentation Activity:

Provide a list of the topics, issues, concerns, problems that you are currently working on with your supervisor. Describe your supervision process. How often do you request or receive supervision? Provide copies of your most recent performance evaluation and your plan for improvement in your practice.

escribe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Values clarification - clarity related to that which is preferred as it compares and contrasts with other individual, agency and community norms. This is not to be confused with that which is held to be true as a knowledge base.

Example of Documentation Activity:

Identify and describe your most important personal and professional values. Describe how they interrelate or compete. Provide an instance in which you have taken a value stance on a work-related issue.

Describe what you will do to document the existence of the competence:

Completion Date _____

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DOCUMENTATION CONTRACT

ompetency Title: Professional Identity - the personal commitment to and the identification with the highest standards of the child care profession.

xample of Documentation Activity:

List the books, journals, articles, monographs, newsletters or other related professional literature you have read and studied in the last year.

Participate in one of the professional organizations related to youth service and child care work, such as NOCCWA, AACRC, NAPCA, or a state/local chapter. Provide a description of the organization and your involvement.

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DOCUMENTATION CONTRACT

Competency Title: Ethics - knowledge of and commitment to the standards of conduct of the child care profession.

Example of Documentation Activity:

Describe a situation which would represent a serious ethical dilema in child care work. How would you respond to such a situation?

Describe what you will do to document the existence of the competence:

Completion Date _____

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Stress and Burn Out Management - the ability to reduce the pressure and strain of the job to the level that allows optimum personal performance.

Example of Documentation Activity:

Identify indicators of potential burnout. Document your ability to manage stress and burnout by describing your methods for combating these occupational problems.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student	Date
Field Supervisor	Date
Faculty	Date

DOCUMENTATION CONTRACT

Competency Title: Situational Counseling - utilizing the environment and the particulars of what is occurring to create an opportunity for a child's learning, understanding, or change of behavior.

Example of Documentation Activity:

Complete a process recording of a life-space interview you have conducted in your agency.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student	Date
Field Supervisor	Date
Faculty	Date

DOCUMENTATION CONTRACT

Competency Title: Crisis Diffusion or Management - taking advantage of a crucial situation such that it becomes a turning point for positive growth or change in the individual or group.

Example of Documentation Activity:

Use a case situation from your work and describe your intervention.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student Date

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DOCUMENTATION CONTRACT

Competency Title: Preparation for Transition - utilizing knowledge of separation and loss, equiping a child for change.

Example of Documentation Activity:

Develop a written contract with a client to prepare them for transition to another level or to after care. Be specific.

Describe what you will do to document the existence of the competence:

Completion Date _____

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DOCUMENTATION CONTRACT

Competency Title: Personal Living Skills - aiding the child in the acquisition of self-care skills such as cleanliness, grooming, personal hygiene, care and maintenance of clothing, table manners.

Example of Documentation Activity:

Develop, implement and evaluate a plan to teach a client a personal living skill such as cooking, house-cleaning, money management, hygiene or interviewing for a job.

Describe what you will do to document the existence of the competence:

Completion Date _____

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DOCUMENTATION CONTRACT

Competency Title: Teaching Alternative Behaviors - a systematic and deliberate changing of negative behavior.

Example of Documentation Activity:

Describe a situation in which you found it necessary to teach an alternative behavior to a child. Describe the maladaptive or problem behavior, what methods you used and what happened. Describe what you might have done differently.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student Date

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Case Planning - using information management techniques, the ongoing monitoring and periodic adjustment of an individual's service array in order to assure progress toward goal achievement.

Example of Documentation Activity:

For an individual child in you facility, outline a developmental case plan.

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Observing, Recording, Interpreting Behavior - the ability to objectively note the behavioral, psychosocial, cultural and cognitive characteristics; reporting these in objective readable form; and utilizing the understanding of this material, transfering the information to problem-solving, decision-making and service intervention on behalf of the client.

Example of Documentation Activity:

Provide a copy of a log entry in which you have observed and made interpretations about a child.

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Cultural Differences - the ability to identify and describe the major culturally influenced components of social behavior and to accomodate children's cultural differences within service programming.

Example of Documentation Activity:

Identify a situation during the last week in which differences due to sex, age, religion, cultural, ethnic or socio-economic status background had an impact on the behavior of the participants. Describe the situation in detail. What action is necessary to be attentive to the issues involved?

Identify at least two kinds of culturally different behaviors of children in care that might be misinterpreted as socially unacceptable. How should these behaviors be handled in order to be culturally senstive?

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Family Systems Theory - using genograms and their interpretation, demonstrating an understanding of the effect of the family on the individual's perception of self and sense of competence.

Example of Documentation Activity:

Complete your personal genogram with at least three generations.

Identify a child in your facility who demonstrates behaviors related to the WAR cycle. Place them in a stage of the cycle and describe an appropriate intervention.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student	Date
Field Supervisor	Date
Faculty	Date

DOCUMENTATION CONTRACT

Competency Title: Group Facilitation - enabling a group to discuss, plan and carry out its goals with the participation of its members.

Example of Documentation Activity:

Tape record a staff meeting in which you demonstrate your ability to facilitate group discussion and planning.

Describe what you will do to document the existence of the competence:

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Group Learning Experiences - the theoretical and behavioral elements leading to the design and implementation of group processes for the acquisition of new knowledge or skill.

Example of Documentation Activity:

Identify a need in your group (children or staff) to learn a new skill or knowledge. Develop a plan to teach the group conduct, the group learning experience and evaluate the outcome.

Describe what you will do to document the existence of the competence:

Completion Date _____

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Student Date

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DOCUMENTATION CONTRACT

Competency Title: Group Counseling Techniques - the knowledge and skills appropriate for therapeutic intervention at a group level.

Example of Documentation Activity:

Describe the group of children in your care. What roles do they take in a group couseling or meeting setting? Identify the problems which exist in your group and your intervention strategies.

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DOCUMENTATION CONTRACT

Competency Title: Managing Supplies and Resources - the ability to budget for, plan for, and acquire adequate supplies (food, cleaning products, self care products, paper, pencils, school books, etc.) and resources (people, money, services, etc.) that are necessary to service delivery.

Example of Documentation Activity:

Provide a copy of a document which will demonstrate your ability to manage supplies and resources: Examples could be:

a) budget for agency
b) supply requisition
c) staff work schedule
d) contract for consultation services

Describe what you will do to document the existence of the competence:

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Faculty Date

DOCUMENTATION CONTRACT

Competency Title: Designing the Environment - through choice of furnishings, colors, placement of furniture, establishing an environment that is both home-like and therapeutic, sturdy and comfortable.

Example of Documentation Activity:

Provide color photographs which demonstrate your ability to establish a therapeutic and homelike environment.

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DOCUMENTATION CONTRACT

Competency Title: Personnel Functions - Depending upon employment level and job responsibilities participating in the hiring, training, supervision and evaluation necessary for the maintenance of quality service delivery.

Example of Documentation Activity:

For the past month, Eliott has been late. Three times in the last week he has come to the agency an hour late, twice he has returned from running errands at an unreasonable time - all without informing his co-workers, or supervisor. Eliott is an excellent worker, often making up the time (and more) at night and on weekends. However, he misses many calls, family visitors and his co-workers are beginning to take offense. Although the supervisor, Hugh, has spoken to Eliott twice before, it is obvious that something must be done. What would you do if you were Hugh?

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Activity Programming - Planning and implementing purposive opportunities that serve to fill the child's hours while providing opportunities to learn and grow.

Example of Documentation Activity:

Describe an activity program in your facility.

Describe what you will do to document the existence of the competence:

Completion Date _____

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DOCUMENTATION CONTRACT

Competency Title: Personal Performance Evaluation - Through objective analysis the ability to personally define professional strengths and weaknesses on the job.

Example of Documentation Activity:

Review a copy of your job description. Evaluate your personal performance of the duties outlined. Include a copy of your most recent job evaluation. Identify your personal performance goals for the next year.

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Organizational Theory - The understanding of the concepts and processes typical to any bureaucratic structure and the skills to utilize this knowledge in professional communication and action.

Example of Documentation Activity:

Draw an organizational chart of your facility. To what extent does the official chart reflect the way things really work? Draw a chart showing how communication and authority really operate. Describe changes that could improve either communication or programming. If no change is needed, explain why

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Student Date

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Field Supervisor Date

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DOCUMENTATION CONTRACT

Competency Title: Standards - the understanding and acceptance of the overall performance level expected related to all aspect of the child care service delivery.

Example of Documentation Activity:

Review the state licensing regulations. Review your policy and procedure manual. Compare and contrast these in the area of:

1. Safety
2. Staffing patterns
3. Programming
4. Family Focus

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Faculty Date

DOCUMENTATION CONTRACT

Competency Title: Information Sharing - observing the rules of confidentiality and accurate data collection and interpretation providing the data in verbal or written form to the child's family, team members, service resources or other appropriate recipients in the context of the child's service needs.

Example of Documentation Activity:

Provide examples of each of the following written information reports:

1. an inter-agency memorandum
2. an individual progress report
3. a letter regarding your services
4. a case summary report

Describe what you will do to document the existence of the competence:

Completion Date _____

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Faculty Date

DOCUMENTATION CONTRACT

Competency Title: Urban/rural and regional differences - understanding of the sources and effects resulting from life experiences of an urban or rural nature, as it relates to a child's service needs and staff's ability to respond to them.

Example of Documentation Activity:

Describe your community. Identify at least one specific characteristic of your community which creates an impact on your agency. How does your agency respond to this special need or condition?

Describe what you will do to document the existence of the competence:

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DOCUMENTATION CONTRACT

Competency Title: Public Relations - the ability on an on-going basis to communicate the goals and the needs related to programming for children in out-of-home placements; understanding of and choice of the best methods of communication given the particulars of the recipient of this information.

Example of Documentation Activity:

Give an example of a situation which required you to related in some way to the general public about your program. Examples could be with the schools, medical, church, recreational, etc. Describe in detail.

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DOCUMENTATION CONTRACT

Competency Title: Laws - understanding and acceptance of the federal, state and local laws governing child care and their implications for child care service delivery.

Example of Documentation Activity:

Identify a law which effects your agency. Describe the law and the impact it has on the delivery of services.

Describe what you will do to document the existence of the competence:

Completion Date _____

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DOCUMENTATION CONTRACT

Competency Title: Service Delivery Systems - the understanding and appropriate use of all service resources available for child care; understanding resource needs related to service and income eligibility for the children in care; understanding of the interactions between resource systems such that these interactions are not a barrier to service for children.

Example of Documentation Activity:

Describe the service resource network for your agency. What other agencies or organizations do you regularly work with to provide services to your clients. Where do you go to find additional information about existing community sources.

Describe what you will do to document the existence of the competence:

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Faculty Date

DOCUMENTATION CONTRACT

Competency Title: Social issues - understanding the sources and effects of poverty, sexism, racism, agism, child abuse, chemical dependency, family violence, etc. on yourself, the staff, the children in care and the service systems in the community.

Example of Documentation Activity:

Identify an incident in which a social issue such as poverty, sexism, racism, agism, child abuse, chemical dependency or family violence effected you in your work.

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WASHBURN UNIVERSITY
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Youth Service/Child Care Work
T.A.S.K. Approach to Child Care Competency
Pre-Assessment

Name_____

Competency	Rating
Interviewing	
Assessment	
Information Management	
Planning	
Evaluation	
Problem Solving	
Communication	
Human Development	
Teaching and Training	
Advocacy	
Self-Development	
Self-Awareness	
Values Clarification	
Professional Identity	
Ethics	
Stress and Burnout Management	
Situational Counseling	
Crisis Diffusion and Management	
Preparation for Transitions	
Personal Living Skills	
Teaching Alternative Behaviors	
Case Planning	
Observing, Recording and Interpreting Behavior	

Competency	Rating
Cultural Differences	
Family Systems Theory	
Group Facilitation	
Group Problem Solving	
Group Learning Experiences	
Group Dynamics Theory	
Group Counseling Techniques	
Managing Supplies and Resource	
Designing the Environment	
Personnel Functions	
Activity Programming	
Personal Performane Evaluation	
Organizational Theory	
Standards	
Information Sharing	
Urban/Rural Regional Differences	
Public Relations	
Laws	
Service Delivery System	
Social Issues	

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YOUTH SERVICE/CHILD CARE WORKER PROGRAM
TASK APPROACH TO CHILD CARE COMPETENCY

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TASK APPROACH TO

CHILD CARE COMPETENCY

FINAL REPORT

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MARY K. RODWELL PROJECT ASSOCIATE

YOUTH SERVICE/CHILD CARE WORKER PROGRAM

SCHOOL OF APPLIED AND CONTINUING EDUCATION

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HIS PROJECT WAS SUPPORTED BY GRANT
STC-5 1 T 24 MH 18230-01

JULY, 1985

TASK Approach to Child Care Competence

FINAL REPORT

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July 1985

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It goes without saying that if we had not had the cooperation and interest expressed by the participating agencies, the project would have been doomed. The following agencies and administrators are certainly organizations with an investment in providing quality care to children, because they gave release time and encouragement to their staff to attend the workshop and participate in our project. The supervisors also assisted in helping us to define the indicators for the competencies we identified. These individuals and their agencies are: Jeff Tymony from the Judge James V. Riddel Boys Ranch, Goddard, KS.; Martha Garner-Holman from the Argentine Youth Services, Kansas City, KS.; Sally Northcutt, Booth Memorial Residence, Wichita, KS.; Pam Weigand, Bob Johnson Youth Shelter, Hutchinson, KS.; JoAnne Ramberg, Community Youth Homes, Topeka, KS.; Cathy Clark, St. John's Children's Home, Kansas City, KS.; Wilford Hawkins, United Methodist Youthville, Newton, KS.; Sara Robinson, Wichita Children's Home, Wichita, KS.; Greg Smith, Wichita Youth Home, Wichita, KS.; Frank McAnarney, St. John's Hospital Adolescent Treatment Unit, Salina, KS.; Mary Bowman, United Methodist Youthville, Dodge City, KS.; Bob Rooks, The Villages, Inc., Lawrence, KS.; and Charles Bartlett, Holistic Adolescent Residential Treatment Services, Topeka, KS.

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I. Project Description

A review of the stated purpose of the project as developed in the grant proposal is to develop an advanced competency based training program for residential youth service/child care workers providing services to children and adolescents who have severe mental health or emotional problems. In rural areas, such as Kansas, these workers have significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentives. Residential youth service/child care workers also experience role confusion, burn-out and habitation to institutional life. The proposed project utilized an intensive, week-long, competency-based instructional and pre-assessment workshop followed by supervised and self-directed internship in the students home agency. A final post-assessment workshop evaluated program effectiveness. The program provided students with 10 hours of college credit.

II. SUMMARY OF ACTIVITIES COMPLETED DURING THE PROJECT

A detailed list of activities conducted each quarter is part of each quarterly report (Appendix I); therefore, this narrative will serve as a chronological summary of major activities.

First Quarter. The initial activities were the first necessary steps of any project: hiring staff and preparing preliminary drafts of project documents. To meet the goal of reaching child care workers who are typically isolated from educational opportunities, the project staff worked to gain the endorsement and participation of both statewide and local agencies. This effort resulted in approval by Kansas Social and Rehabilitation Services (SRS) to offer the proposed training to fulfill requirements for in-service training for licensure of facilities. With agencies in the state aware of this training opportunity, the project staff turned to refining the competency statements and developing the assessment instruments.

Second Quarter. Activities during the second quarter centered around two tasks: (1) selection of participants, and (2) refinement of the T.A.S.K. materials. The initial proposal to have 3 participants from 5 agencies was amended to have only 1 participant from each of 15 agencies to be able to impact on more child care staffs. These participants and their supervisors were contacted and appraised of the agenda for their involvement in the project.

The T.A.S.K. materials continued to be developed with the help of the Youth Service/Child Care Work Program Advisory Board, an outside consultant, and a competency-based curriculum developed by other projects (one of which--Bangor Community College--had been developed

with NIMH funds). Once competencies were identified, they were organized into 6 units of instruction: Foundations, Responsibility to Self, Responsibility to the Child, Responsibility to the Group, Responsibility to the Agency, and Responsibility to the Community. Each competency statement included descriptions and indicators (see Instructional Manual accompanying this report.)

Third Quarter. The training activities of this project occurred during the third quarter. First, the supervisors of participants came to Topeka for a one-day workshop to receive training for their responsibilities and to help refine the competency indicators. This part of the project had several advantages, of which were:

1. The supervisors could see their role in the project and how their support of the training would benefit the agency. This commitment would enhance the quality of the necessary field supervision and would encourage the agency to support the participant's involvement.

2. The project materials were enhanced by having the supervisors help identify job specific indicators of the competencies.

During the last week of March, the participants came to Washburn University for training. The pre-assessment had shown that the greatest gaps in competencies among the group as a whole were in human development and group communication; therefore, these two clusters of competencies were the focus of instruction. The week also included an orientation to the T.A.S.K. model. By coming to the Washburn campus, the participants were freed from professional and personal responsibilities and given the time and tools to become immersed in a critique of their own competence. Indepth, individual interviews with project staff provided guidance to identify activities to help their child care workers find the resources to improve their practice.

After the on-campus instructional phase of the project, the two staff members made their visits to participants in their own agencies to discuss activities the worker was involved in to master the competencies she/he had chosen as areas for growth. Each participant was visited twice, and his/her supervisor was interviewed during at least one of these visits.

Dissemination of the project results was begun during the third quarter with two workshops given by the project staff.

Fourth Quarter. Evaluations of the project were used to get feedback on how the model and the instruments could be improved. (See Appendix II). This information is being used to improve the assessment tools and other documents. Planning has already begun to adopt the T.A.S.K. model to serve local child care agencies, and the project staff is editing copy for publication at a later time.

III. OUTCOMES

The original proposal for this project listed the following five research questions which have been addressed during the course of this study:

1. What are the necessary advanced competencies for residential youth service/child care workers?

2. How can these advanced competencies be assessed?

3. What kind of instructional materials are necessary to provide advanced competency-based courses through an alternative delivery system?

4. Is it possible to provide educational opportunities for resdential youth service/child care workers which can overcome such barriers as geographic distance, financial constraints, working hours, staff coverage, and low incentives?

5. What impact will advanced competency-based alternative delivery of instruction to currently employed residential youth service/child care workers make on the problems of turnover, "burn-out", role confusion, and habituation to institutional life.

Each of these questions will now be considered in light of the outcomes of the study:

1. What are the necessary advanced competencies for residential youth service/child care workers?

   In order to identify the advanced level competencies, the project staff conducted an extensive review of existing literature on residential child care (see the attached bibliography). In addition to the material listed in the bibliography, the following sources were also utilized for their content on competencies:

   a. Child Care Quarterly
   b. University of Pittsburg, Pennsylvania curriculum in Child Care
   c. Council on Standards in Human Service Education guidelines
   d. National Organization of Child Care Worker Associations Certification Models reviewed by Mike Forrester of Arizona.

e. Principle and Guidelines for Child Care Personnel Preparation Programs, supported by the Conference-Research Sequence in Child Care Education, Grant #5T24MH15869 by NIMH.
f. Mental Health/Human Service Worker Activities: The Process and the Products SREB
g. Kansas Social and Rehabilitation Services Task Analysis of Child Care Workers.

Over 100 competencies were identified in this initial stage. These competencies were sorted according to the areas of attitudes, skills and knowledge.

ATTITUDES

Professional Identity

Professional responsibility
Professional growth and development
Self-development
Personal performance evaluation
Life-long learning
Self-awareness
Ethical, legal and advocacy issues
Responsibility to agency

Worker Characteristics

Sensitivity to children
Caring
Acceptance and affection for children
Sponteneity, exhuberance, enthusiasm
Creativity
Responsibility
Disposition
Motivation
Willingness to change
Personal style
Friendly
Reliable
Honest
Kind
Trustworthy
Non-violent
Good sport
Tactful
Consistent
Fair
Moderate tone of voice
Similarity to clients
Authority

Self-awareness
Understanding
Empathic
Involved
Self-confident
Sense of right and wrong
Solid judgement
Growth-oriented
Potent
Nurturing
Willingness to take risks
Energetic
Bright
Initiative
Interested
Commited to children

SKILLS

Household Skills

Housekeeping
Driving/transportation
Cooking
Daily living
Managing supplies and resources
Managing a budget
Record keeping
Designing the environment

Intervention Skills

Program planning
Activity planning, implementation and evaluation
Communication
Facilitation
Leadership
Discipline and behavior management
Problem-solving and decision-making
Relationship building
Situational counseling
Crisis diffusion and management
Role modeling
Interviewing
Training and teaching
Preparation for independent living
Individual evaluation
Organizing, lobbying, networking

Information Management Skills

Observation
Assessment
Data Collection/Research
Recording
Report writing
Professional communication in advocating for an individual child

Career/Job Enhancement Skills

Teamwork
Acceptance/use of supervision
Supervising
Personal performance evaluation
Stress management
Referral
Personal functions
Use of professional communication network

KNOWLEDGE

Human Development

Normal and abnormal development in the physcal, social, emotional (coping, separation)
Special developmental problems
Health
Nutrition
Physical and mental handicaps
Physical growth and care
Sexuality
Drug abuse and alcoholism

Cultural Variations

Ethnic and religious differences
Environmental issues
Socio-cultural factors
Social issues--racism, sexism, poverty
Urgan-rural--regional differences

Group Dynamics

Group dynamics theory and practice
Group counseling theories
Fundamentals of program planning and design
Learning theories

Child Care Concepts

Safety
Behavioral theory
Physical care
Therapeutic techniques--behavior modification, mileau therapy, positive peer culture
Issues in child care--family focus, permanency planning, child custody, confidentiality

Human Relations

Human relations theory
Family systems theory
Inter/intrapersonal relations
Communication theory
Organzation theory
Public relations--community, agencies, families, law

Political/Economic Environment Re: Child Care

The Political Process
Government Structure
School Systems
Laws, standards, and service delivery systems

After this initial list was developed, a sorting process took place to separate the entry level from the advanced level competencies:

SORTING PROCESS FOR DETERMINING COMPETENCIES

Approximately 100 competency items were listed on 3 x 5 cards. Those participating in the sorting process representing administrators and line workers from public and private, large and small facilities were asked to review each item in three different ways:

1) Reject any term that was redundant

2) Reject any term that was not relevant as a child care competence

3) Of those remaining competencies, sort into those that are required at entry level (defined as at hiring, after orientation) and those required at an advanced level (defined as after 2 to 3 years of employment).

A tally was made of all items that were rejected by the participants. Each item was then rank ordered for congruence (from most to least rejection.) The same process was undertaken for those items sorted into entry level and advanced categories.

Returning to the original list of competencies, the total votes by type were then recorded (R-reject, A-advanced, E-entry)

Those items that received only rejection votes were eliminated from the list. Those items that received more entry level votes than either advanced or rejection were reviewed for clarity of definition. If clarity was possible the item was either redefined or subsumed into another category of competency. All items that were remaining at the entry level were set aside for review at a later time. For those items that received equal votes in entry and advanced an educational decision was made to determine if it was an indicator of another competence (if so it was subsumed under that competence) or if it could be considered under both categories was arbitrarily placed in the advanced category.) For those items receiving advanced and rejection votes a review for clarity of definition was undertaken. If that was possible the competence was accepted at the advanced level, if that was not possible it was included under a broader advanced competence as an indicator of the competence.

This sorting process produced a list of forty-three advanced level competencies:

SELECTED ADVANCED LEVEL COMPETENCIES

Training and teaching
Information gathering
Interviewing
Assessment
Evaluation
Information sharing
Personal Performace Evaluation
Stress management
Normal and abnormal development for children and adolescents
Adult Life stages
Ethnic and religious differences
Urban-rural, regional differences
Group dynamics
Group counseling theories
Therapeutic techniques
Issues in Child CAre
Human relations theory

Family systems theory
Comunication theory
Organization theory
Public relations
Laws

Standards
Service delivery system
Social issues
Professional growth and development
Professional identity
Professional ethics
Managing supplies and resources
Designing the environment
Personnel functions
Planning
Group facilitation
Problem solving and decision-making
Situational counseling
Crisis diffusion and management

Finally, these forty-three competency descriptors were assigned to six units. These six units are titled:

a. Foundations
b. Responsibility to Self
c. Responsibility to the Child
d. Responsibility to the Group
e. Responsibility to the Agency
f. Responsibility to the Community

Indicators for each of the competencies were developed with the assistance of supervisors and administrators from the fifteen participating agencies in the project. These indicators are listed with each competency in the instructional manual accompanying this final report.

2. How can these advanced competencies be assessed?

In order to assess each individual's level of competence, two separate instruments were developed. A supervisor's questionnaire was utilized to gather data on the supervisor's perception of the worker's competence. (See Appendix IV). A 100 item, multiple choice test was developed based on an adaptation of an existing instrument available in the text, On The Line in Child Care by Wayne Ouderkirk. This test was given on both a pre and post instructional basis. The assessment test is provided in the instructional manual accompanying this report.

Finally, each of the participants was ranked on their scores resulting from the competency-assessment test. For the competencies that received a high score, indicating a lack of skills or knowledge, the participant was assigned a set of readings. Each participant then complied a documentation contract demonstrating an activity which indicated work on the competence area. Documentation contracts for each of the forty-three competencies are included in the instructional manual accompanying this report.

3. What kind of instructional materials are necessary to provide advanced competency-based courses through an alternative delivery system?

The instructional materials were essentially of three types:

a. workshop products
b. self-instructional products
c. site visits

a. The Week Long Workshop

The exercises utilized during the week long workshop centered on the Foundation competencies and a few selected competencies related to Group Responsibilities which appeared to be weaknesses for all fifteen participants based on the pre-assessment test. Instructional activities during the week long workshop consisted of the following:

1) a developmental case study
2) direct vs. indirect communication
3) library orientation
4) problem solving; a model agency
5) licensure and standards in child care
6) a "burn out" questionnaire
7) a career/self-renewal inventory

b. Self-Instructional Products

Each participant negotiated a personal learning plan with an instructor based on completing the documentation contracts. Suggested readings were provided in the instructional manual for each competency. In addition to the readings, each participant was given a complete set of The Basic Course in Residential Child Care and On The Line in Child Care.

c. Site Visits

The site visits were conducted at three week intervals following the week long workshop. During the site visits, documentation contracts were reviewed and supervisors were contacted for questions and feedback. These site visits provided an important personalized instructional exchange for participants.

Please note: Comments about the instructional materials and the site visits are in the evaluation section of this report.

4. Is it possible to provide educational opportunities for residential youth service/child care workers which can overcome such barriers as geographic distance, financial constraints, working hours, staff coverage, and low incentives?

   This question is one of the more critically important issues addressed in this study. Based on this experience, it appears that there are several factors which are necessary ingredients for combating the barriers identified. First and foremost, is personal motivation, commitment and interest. The people who chose to participate in this project all had considerable personal investment in professional growth.

   Agency support must be considered as a critical factor. Those agencies which demonstrated from start to finish an organizational commitment to the project seemed to find the means to manage coverage problems.

   In the evaluation section of this report several comments by participants suggest their willingness to pay tuition costs. Also, several comments are directed toward the apprciation of "getting away from work" for a week retreat-like atmosphere. These comments may be indicators that geographic distance and financial constraints are lessened if education is offered through this type of model.

5. What impact will advanced competency-based, alternative delivery of instruction to currently employed residential youth service/child care workers make on the problems of turnover, burn out, role confusion and habituation to institutional life?

   This impact cannot be fully measured until follow-up is conducted on a regular basis. However, it is apparent at this stage that this program has a positive impact on role confusion as evidenced by comments from participants, (see Comments on Professional Identity in Appendix II).

   This question elicited more questions than conclusions during the course of the study. Turnover created enormous problems in securing a stable group of participants. The issue of habituation to institutional life played a significant role in the training in our attempts to enlarge the practice skills of the participants beyond the scope of what they use in their own particular agencies. Several comments by participants in the final evaluation indicated that they benefited from the exposure to new methods.

IV. EVALUATION

This project has used a variety of on-going evaluations:

A. Advisory Committee. The advisory committee met twice during the project to review the process and the documents and to give feedback. Their input was used to clarify and improve the T.A.S.K. model and instruments.

B. Participant Evaluations. The participants evaluated three aspects of the project: the project as a whole, the week spent in activities on campus, and the teaching skills of the two instructors who conducted the week long training. The results of these evaluations are in Appendix II. In summary, they are positive. Specifically, they offer useful suggestions, some of which have already been incorporated into the T.A.S.K. model.

C. Supervisor Evaluations. At the end of the project, the participants' supervisors evaluated their workers' progress. Since upgrading worker skills was the primary goal of the project, these evaluations were the best indicators of whether or not the project was successful. Results are still being analyzed; however, initial findings indicate that worker skills did improve.

D. Consultant Evaluations. This project used consultant evaluations extensively. Martha Aldridge visited the campus three times during the year as a process evaluator. Karen VanderVen was a content evaluator and critiqued the instruments developed for the project. Richard Hair was the final evaluator. All evaluators concurred that the project had succeeded in accomplishing what it had proposed to do. (See Appendix III.)

The initial proposal identified three questions that evaluation would answer. The answers to these questions are in the "Outcomes" section of this report. Karen VanderVen's report (Appendix III) addresses her response to the question, "Do the advanced competency-based instruction, field internship and assessment materials reflect the knowledge, skills and attitudes necessary for persons already employed in the youth service/child care worker field?" She concludes that the materials do, but does suggest some revisions.

The participants rated the extent to which the model overcomes barriers to education and enhances job satisfaction, (see Appendix II).

Appendix I

Quarterly Reports

NIMH COMPETENCY-BASED TRAINING GRANT FOR YOUTH SERVICE/CHILD CARE WORKERS

QUARTERLY REPORT - SEPTEMBER, 1984

A review of the stated purpose of the project as developed in the grant proposal is to develop an advanced competency based training program for residential youth service/child care workers providing services to children and adolescents who have severe mental health or emotional problems. In rural areas, such as Kansas, these workers have significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentives. Residential youth service/child care workers also experience role confusion, burn-out and habitation to institutional life. The proposed project will utilize an intensive, week-long, competency-based instructional and pre-assessment workshop followed by supervised and self-directed internship in the students home agency. A final post-assessment workshop will evaluate program effectiveness. The program will provide students with 10 hours of college credit.

ACTIVITIES CONDUCTED DURING THIS QUARTER:

1. Conducted search and hired a half-time secretary - Beverly Daw
2. Conducted search and hired a quarter-time staff position - Mary K. Rodwell
3. Contacted and arranged visit with outside consultant on competency development - Marth Aldridge
4. Reviewed the literature on competencies.
5. Developed initial list of competencies based on review of the literature and personal exeperience.
6. Announced receipt of grant to the Kansas Association of Child Care Workers.
7. Contacted Youth Service Specialist, Emma Machac, with Social and Rehabilitation Services for the state of Kansas and received list of facilities available in Kansas and endorsement to utilize this training to fulfill requirements for in-service training for licensure of facilities.
8. Sent letters to all facilities in the state (see example).
9. Developed second round of letters and application to be sent out in October (see example).
10. Set meeting for Youth Service/Child Care Work Program Advisory Board to review competencies in October.
11. Began to conceptualize a pre-assessment and post-assessment process using portfolio documentation.

NIMH COMPETENCY-BASED TRAINING GRANT FOR YOUTH SERVICE/CHILD CARE WORKERS

QUARTERLY REPORT - SEPTEMBER, 1984

Sources Utilized for Review of the Literature

1. Child Care Quarterly
2. University of Pittsburg, Pennsylvania curriculum in Child Care
3. Council on Standards in Human Service Education guidelines
4. National Organization of Child Care Worker Associations Certification Models reviewed by Mike Forrester of Arizona.
5. Principle and Guidelines for Child Care Personnel Preparation Programs, supported by the Conference-Research Sequence in Child Care Education, Grant #5T24MH15869 by NIMH.
6. Mental Health/Human Service Worker Activities: The Process and the Products SREB
7. Kansas Social and Rehabilitation Services Task Analysis of Child Care Workers.

NIMH COMPETENCY-BASED TRAINING GRANT FOR YOUTH SERVICE/CHILD CARE WORKERS

QUARTERLY REPORT - SEPTEMBER, 1984

COMPETENCY DEVELOPMENT

Essentially, the process of developing the competencies has been one in which the project staff have each reviewed the literature and their own personal experience and compiled lists of competency descriptions. Competencies are defined as being able, sufficient, and capable; having the requisite abilities or qualities. We are considering competencies to be categorized as either knowledge, skills or attitudes essential to effective performance of tasks. Our model, then, is this:

THE T.A.S.K. APPROACH TO YOUTH SERVICE/CHILD CARE EDUCATION

T.A.S.K. = Teaching Attitudes, Skills and Knowledge

Tasks are defined as a specific amount of labor or study imposed by authority or required by duty or necessity; any work voluntarily undertaken and imposed on oneself; and exhausting or vexatious employment, burden.

This T.A.S.K. approach will assess the existing competencies of the workers and teach additional skills, attitudes and knowledge to increase effective performance in youth service/child care work.

Se attached listings for competencies grouped according to attitudes, skills and knowledge.

ATTITUDES

Professional Identity

Professional responsibility
Professional growth and development
Self-development
Personal performance evaluation
Life-long learning
Self-awareness
Ethical, legal and advocacy issues
Responsibility to agency

Worker Characteristics

Sensitivity to children
Caring
Acceptance and affection for children
Sponteneity, exhuberance, enthusiasm
Creativity
Responsibility
Disposition
Motivation
Willingness to change
Personal style
Friendly
Reliable
Honest
Kind
Trustworthy
Non-violent
Good sport
Tactful
Consistent
Fair
Moderate tone of voice
Similarity to clients
Authority
Self-awareness
Understanding
Empathic
Involved
Self-confident
Sense of right and wrong
Solid judgement
Growth-oriented
Potent
Nurturing
Willingness to take risks
Energetic
Bright
Initiative
Interested
Commited to children

SKILLS

Household Skills

Housekeeping
Driving/transportation
Cooking
Daily living
Managing supplies and resources
Managing a budget
Record keeping
Designing the environment

Intervention Skills

Program planning
Activity planning, implementation and evaluation
Communication
Facilitation
Leadership
Discipline and behavior management
Problem-solving and decision-making
Relationship building
Situational counseling
Crisis diffusion and management
Role modeling
Interviewing
Training and teaching
Preparation for independent living
Individual evaluation
Organizing, lobbying, networking

Information Management Skills

Observation
Assessment
Data Collection/Research
Recording
Report writing
Professional communication in advocating for an individual child

Career/Job Enhancement Skills

Teamwork
Acceptance/use of supervision
Supervising
Personal performance evaluation
Stress management
Referral
Personal functions
Use of professional communication network

KNOWLEDGE

Human Development

Normal and abnormal development in the physcal, social, emotional context (coping, separation)
Special developmental problems
Health
Nutrition
Physical and mental handicaps
Physical growth and care
Sexuality
Drug abuse and alcoholism

Cultural Variations

Ethnic and religious differences
Environmental issues
Socio-cultural factors
Social issues--racism, sexism, poverty
Urgan-rural--regional differences

Group Dynamics

Group dynamics theory and practice
Group counseling theories
Fundamentals of program planning and design
Learning theories

Child Care Concepts

Safety
Behavioral theory
Physical care
Therapeutic techniques--behavior modification, mileau therapy, positive peer culture
Issues in child care--family focus, permanency planning, child custody, confidentiality

Human Relations

Human relations theory
Family systems theory
Inter/intrapersonal relations
Communication theory
Organzation theory
Public relations--community, agencies, families, law

Political/Economic Environment Re: Child Care

The Political Process
Government Structure
School Systems
Laws, standards, and service delivery systems

NIMH COMPETENCY-BASED TRAINING GRANT FOR YOUTH SERVICE/CHILD CARE WORKERS
WASHBURN UNIVERSITY
SCHOOL OF APPLIED AND CONTINUING EDUCATION
PROJECT DIRECTOR: IRIS HECKMAN

QUARTERLY REPORT - JANUARY, 1985

A review of the stated purpose of the project as developed in the grant proposal is to develop an advanced competency based training program for residential youth service/child care workers providing services to children and adolescents who have severe mental health or emotional problems. In rural areas, such as Kansas, these workers have significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentives. Residential youth service/child care workers also experience role confusion, burn-out and habitation to institutional life. The proposed project will utilize an intensive, week-long, competency-based instructional and pre-assessment workshop followed by supervised and self-directed internship in the students home agency. A final post-assessment workshop will evaluate program effectiveness. The program will provide students with 10 hours of college credit.

ACTIVITIES CONDUCTED DURING THIS QUARTER:

1. Met with outside consultant on competency development, Martha Aldridge, for two days. The consultation schedule and her report are in the attached Appendix.

2. Held meeting with the Youth Service/Child Care Worker Program Advisory Board to review and sort competencies into beginning and advanced levels. The description of the sorting process and the final list of advanced competencies identified are provided in the Appendix.

3. Arranged competencies into six units of instruction:

   Foundations
   Responsibility to Self
   Responsibility to the Child
   Responsibility to the Group
   Responsibility to the Agency
   Responsibility to the Communtiy

4. Wrote competency statements descriptors and indicators. These are provided in the Appendix.

5. Obtained additional resource materials:

   On the Line in Child Care: An Entry Level Curriculum for Residential Child Care Workers

   Curriculum from Bangor Community College Child Care Workers track in Human Services

6. Received applications form twenty-eight (28) applicants representing (16) separate facilities in the state of Kansas. See the attached list.

7. Decided to alter the initial plan to dealth with three participants from only five agencies and instead select one participant from fifteen agencies in order to have a greater diversity and broader representation. Contacted by phone those agencies which had more than one applicant and requested that they select only one of their staff instead of three. Sent rejection letters and acceptance letters. The examples of the letters are provided in the Appendix.

8. Sent letters and questionnaires to facilities which did not respond to the initial announcement. Due to the nature of this project, this is vitally important information, because we are trying to reach the hard to serve agencies and workers. We received four responses and the feedback provided by these respondents is summarized in the Appendix.

9. Developed the pre-assessment surveys to send to supervisors of selected participants. An example of the survey is provided in the Appendix.

10. Developed a rough draft of the pre-assessment test to send to participants which is provided in the Appendix.

11. Began ordering training materials:

12. Reserved rooms in the Student Union at Washburn University for Supervisory consultation February 28 and the training session which will be held the week of March 25th.

NIMH COMPETENCY-BASED TRAINING FOR YOUTH SERVICE/CHILD CARE WORKERS

CONSULTATION:

Martha Aldridge
Kirkwood Community College
Cedar Rapids, Iowa

September 24, 1984

OBJECTIVES:

1 Review content of compentencies developed by project staff.

2 Review and assess methods under consideration by project staff and make recommendations.

3 Review and assess timetable of project and make recommendations.

4 Review and assess evaluation plan of project and make recommendations.

5 Review status of human service programs at Washburn and advise for program approval process for COSHSE.

SCHEDULE:

September 23, 1984

Arrival in KC at 3:00 pm

3:00-5:00 - Drive to Lawrence, Kansas with Iris Heckman, Project Director and Mary K Rodwell, Project Staff.

5:00-7:00 - Check in at the Holidome in Lawrence and dinner with Project Staff.

7:00-9:00 - General discussion of the project with Heckman and Rodwell.

SCHEDULE: (continued)

September 24, 1985

7:00- 8:00 - Drive to Topeka, Kansas, Washburn University, with Heckman.

8:00- 9:00 - Breakfast with Dr Reid Holland, Dean of the School of Applied and Continuing Education, Washburn University.

9:00-10:00 - Visit classroom, CC201 - Introduction to Youth Service/ Child Care Work and tour of campus.

10:00-12:00 - Review and assessment meeting with Project Staff.

12:00- 1:30 - Luncheon with Heckman and Rodwell, JoAnne Ramber, Program Director, Mental Health Program and Dr William Dunlap, Assistant Dean, School of Applied and Continuing Education.

1:30- 3:00 - Review and assessment meeting with Heckman.

3:00- 4:00 - Final meeting with Heckman and Dean Holland.

4:00- 4:30 - Drive to Topeka Airport for departure to Cedar Rapids.

NIMH COMPETENCY-BASED TRAINING GRANT FOR YOUTH SERVICE/CHILD CARE WORKERS
WASHBURN UNIVERSITY
SCHOOL OF APPLIED AND CONTINUING EDUCATION
PROJECT DIRECTOR: IRIS HECKMAN

QUARTERLY REPORT - APRIL 1985

A review of the stated purpose of the project as developed in the grant proposal is to develop an advanced competency based training program for residential youth service/child care workers providing services to children and adolescents who have severe mental health or emotional problems. In rural areas, such as Kansas, these workers have significant barriers to educational opportunities due to geographic distance, working hours, financial constraints, staff coverage, and low incentives. Residential youth service/child care workers also experience role confusion, burn-out and habitation to institutional life. The proposed project will utilize an intensive, week-long, competency-based instructional and pre-assessment workshop followed by supervised and self-directed internship in the students home agency. A final post-assessment workshop will evaluate program effectiveness. The program will provide students with 10 hours of college credit.

ACTIVITIES CONDUCTED DURING THIS QUARTER:

1. Made arrangements for a consultant, Dr. Karen VanderVen, from the University of Pittsburg, PA, to come for a visit in May.

2. Spent one day in consultation with the on-going evaluation consultant, Martha Aldridge, in February. During this consultation, she suggested that we improve the indicators which we had developed for the competencies. We decided to utilize the supervisors as experts from the field to assist us in further refining these indicators. Aldridge's consultation report is attached.

3. Provided a one day orientation workshop for the supervisors from the fifteen facilities involved in the project. An example of the worksheets used to gather information for the indicators from the supervisors is attached. During this workshop, the supervisors were oriented to the project and their role as field supervisors for the fifteen student participants from their facilities.

4. Presented a paper to approximately 50 participants in Austin, TX at the "Children Are Waiting" conference on "THE TASK APPROACH TO CHILD CARE COMPETENCY." This served as a dissemination effort for the project. The conference was held March 5, 1985.

5. On March 19, 1985, we held an Advisory Board meeting with the members for the Youth Service/Child Care Worker program at Washburn. During this meeting, we described the project developments and received input and feedback from the members of the Advisory Board.

6. During the week of March 25-29, 1985, we held the intensive week long program for the fifteen participants. The format for the week revolved around the Foundation competencies. During the week, the participants were involved in learning experiences and assessment activities which enabled the staff to determine their level of performance in the Foundation competencies. Based on their pre-test and their assessments during the week, individual documentation contracts were developed on the last day of the program. These documentation contracts were essentially the focus of their self-paced, individualized instruction which they completed in the field once they returned to their work setting. An example of a documentation contract is attached. A summary of the participants evaluation of the week long program is also attached.

7. During April, the staff have each made a site visit to each of the fifteen participants in the project. During these site visits, interviews are conducted with the participants to collect further impressions of their learning experience, and a review of their progress on the documentation contracts is provided. We also are meeting with the supervisors to answer any questions or concerns, or gather feedback that they have at this point in the development of the project. We will still have a few visits to make in May, but each participant has had at least one visit to date. An itinerary of the site visits is attached.

8. On April 27, 1985, the Project Director presented a paper on "The Task Approach to Child Care Competency" at the Midwest Regional Conference for the National Organization of Human Service Educators at Lake Geneva, WI, as part of the dissemination of information for the project.

WASHBURN UNIVERSITY
Youth Service/Child Care Worker Program

T.A.S.K. Approach to Child Care Competency
Supervisors Worksheet
Developing Indicators

Indicator: A measure which provides evidence or suggests competence.

Competency #1

Interviewing-the conscious use of self in information gathering in the face-to-face communications between child care worker and client.

List below any behaviors which are indicators of this competency.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 1. DESCRIBE THE MOST USEFUL ASPECT OF THE WORKSHOP FOR YOU.

a. Being evaluated - learning in what areas I may be most competent.

b. The information and competencies provided networking.

c. It was good for me to meet other people in the field and learn about their facilities and the services they offer. Also it's exciting to be a part of helping professionalize the field of child care.

d. It help me learn more about myself. It seems when talking to large groups I sometimes jumble words. In smaller groups I speak more clearly.

e. Everything.

f. Sharing information with each other about problem situations, and finding or attempting to find solutions for problems.

g. It pointed out that I was in a stagnant phase.

h. Being around other child care workers.

i. Realizing (finally!) the overall views of (purpose of) project, realizing its potential. Contact with other professionals and self-realization of expectations of CCW's aren't unrealistic, others expect same.

j. Giving styles, techniques and information to be gathered and used by others.

k. Relating to professionals and sharing ideas.

l. Meeting with other workers in the field and learning about the different models used in working with the children. Also about the various specialties the different programs are involved in.

m. The sharing/gathering of information from the other agency workers. The pertinent and extensive material resources.

n. The different information shared regarding each agency.

o. Talking with the other C.C.W.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 2. DESCRIBE THE LEAST USEFUL ASPECT OF THE WORKSHOP FOR YOU.

a. Materials were difficult to use.

b. Group problem solving exercise, time library.

c. Communication exercises.

d.

e. The help relationship inventory. It was too much reading, maybe because I waited until the last minute to do it.

f. Finding out that most information received was for kids of younger ages.

g.

h. None

i. The free time - I think we could have been utilized more (if not for project perhaps for self learning maybe).

j. Helping relationship inventory - felt basically that the information and questions give a really inaccurate view of skills I have.

k. Materials hard to organize. Too much confusion.

l. I learned something from each aspect of the workshop, so can't honestly say any part of the workshop was not useful.

m. Too many breaks and distractions.

n. None

o. Communication exercise and designing a program.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 3. WHAT IS YOUR INITIAL IMPRESSION OF THE WRITTEN MATERIALS PROVIDED?

a. I am anxious to have the opportunity to read and learn.

b. Very specific and useful - It looks like they finally get past the 101 level.

c. They are good (what I've lookd at).

d. I think it has a lot of information in it that is very helpful.

e. The material was very informative and easy to understand. The material dealt directly with what I wanted.

f. I was impressed and happy to find out that so much information was available.

g. Good.

h. Looks good.

i. Basically good. Some of the assessment material was difficult to get through. I enjoyed reading material and evaluating it - that in itself was a learning experience.

j. Wide ranging - somwhat accurate.

k. Hard to diseminate.

l. My initial impression of materials printed was at first overwhelming, but in looking it over, I found a lot of the material to be thought provoking.

m. Awesome!

n. Very well arranged, and relevant.

o. Very basic.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 4. WHAT IS YOUR REACTION TO THE FOLLOWING ACTIVITIES:

DEVELOPING A CASE STUDY ON DEVELOPMENTAL ISSUES

a. It was easy, because I have to do it in my work. I enjoyed it, others were entertaining.

b. Useful but seemed to take a disproportionate amount of time.

c. This was good but needs to be more clearly explained and the time limit extended.

d. I like this ideal.

e. It was great, I got to hear many different ways you can present a developmental issue.

f. This is good if alternatives given will give positve results.

g. Once started it was okay and it made me think.

h. Supervising at first but then ok.

i. Good - helps refine skills, evaluate ability.

j. Challenging - an important tool.

k. Got too long and too many extra details.

l. I found this exercise challenging in looking beyond the behavior and corresponding it with the developmental stage.

m. The instructions were vague. The purpose to exercises were neat.

n.

o. Very good.

SPENDING TIME IN THE LIBRARY

a. Was helpful.

b. Useful but seemed to take a disproportionate amount of time.

c. It was useful to prepare the assignment.

d.

e. It was ok.

f. For knowledge and expanding knowledge.

g. I enjoyed the quiet.

h. So so.

i. Felt like a waste of time.

j. Not necessary.

k. Not relevant.

l. Is condusive setting for working on the presentation. I did feel directions to various departments of library would have been beneficial.

m. Appreciated the environment.

n.

o. Okay, but not a good use of time.

1) THE COMMUNICATION EXERCISE; 2) THE INTERVIEWING ROLEPLAY

a. I had fun.

b. Good.

c. 1) I didn't think it was useful, 2) Was good, we should have done more.

d. I like this aspect very much.

e. Great.

f. Great for showing how other staff handle crisis situations.

g. 1) It was okay, 2) Liked this,

h.

i. 1) Small groups were interesting. Created self-awareness.
2) I have difficulty with role play as I don't think direct care line staff react the same in role play. I do understand its a learning tool but the pressure of having to perform is unfair to place on others. The actual role play was OK in communicating the overall view of communication, I don't think the role play itself was that well done.

j. 1) Communication was extremely helpful as a learning tool.
2) The roleplay was weak and not realistic.

k. Need more - maybe done in 2 person session at the same time.

l. The reactions and terminology of the various cultures and agencies was definitely a new learning experience.

m. Fun to purposeful.

n.

o. 1) No, 2) Maybe.

READING AND COMPLETING THE SELF-ASSESSMENT ON CHILD CARE PRACTICE FROM THE OUDERKIRK BOOK

a. Not worth a lot if you've been in the model long.

b. Useful.

c. I found what areas I need work in.

d.

e. It was ok but reading is not a strong point of mind.

f. Would like to have more information about very aggressive kids from age 15 thru 18.

g. I'm doing more than I thought.

h. Expected and good refresher.

i. Helpful, as it made me reform on my skills.

j. The jury is still out.

k. Really dumb!

l. I was surprised to learn how many of the skills were being used daily without really thinking about what those skills intailed.

m. The reading was very practical. I questioned the purpose of the exercise, other than general awareness.

n.

o. Okay.

THE GROUP PROBLEM-SOLVING EXERCISE ON DESIGNING A PROGRAM OF CARE

a. The exercise was too broad, but group process was great, very rewarding.

b. I thought it took too much time - the task should have been narrower on the group divided into 2.

c. It needed to be a smaller group - I felt frustrated with the group process.

d. I like it.

e. Ok.

f. As a grou good -- A lot of input.

g. Love it! Wanted to go further with it.

h. Loved it.

i. Enjoyed very much - watching skilled people work together successfully and watching the group dynamics was helpful for myself.

j. Your most outstanding feature - not only brought out valuable information - added cohesiveness to the group.

k. Good, but too diverse.

l. The group really had a good time with this exercise and came up with an idealogic program.

m. A frustrating challenge. Overall I appreciated the group analysis more.

n.

o. Not a good use of time - instead of designing a program how about getting a room addition/computer from the board. Something very real.

THE QUESTIONNAIRES

a. If they helped you, it was okay.

b. All good except the helping relationship inventory - it was tedious and I fail to see the usefulness.

c. They were useful for where we were personally.

d. They were ok but I think we could have did most of them before we arrived.

e. Great.

f. Good for checking progress.

g. Ok - necessary.

h. Ok.

i. Not sure as I have difficulty grasping overall view of purpose of questionnaire. I felt #1 questionnaire was very difficult to do, helping relationship seemed to be not an accurate judge of ability as responses were not ones I might/would use.

j. Feel that in order to gather more info - more questionnaires are needed.

k. Ok.

l. Some were very illuminating and gave insight into areas needing further work.

m. They were more for your needs.

n.

o. Okay.

DOCUMENTATION CONTRACTS

a.

b. Very important.

c. I've got a lot of work ahead of me but I'm excited about it.

d. It help me see the other side of the fence.

e. Very understanding.

f. Good for self development.

g. Ok.

h. For me a must or I would probably not do it.

i. Good - really like this aspect - can see it being very benificial for growth, measurement of growth, comparison of skills.

j. Any organized tool for focusing on weak areas.

k. So so.

l. Most of the suggested exercises looked like they would be feasible in most settings.

m. Now they are a challenge.

n. All very informative.

o.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

Question 5

WHAT HAVE YOU LEARNED THIS WEEK?

a. A lot about other programs in the state. The ego of the child care worker is quite small compared with their desire to learn. Learned about communications.

b. How much good information and ideas are available - how much work I have yet to do in order to be where I want to be.

c. A lot about other agencies. A lot of new material to enhance what I already know.

d. I've learn that a lot of child care workers have the same problem either it be in a small community or a large community.

e. That if I use this information with what I'm doing and know now I will be a well polished child care worker.

f. That there are a number of ways of handling situations, and the correct way may desire searching for different ways to handle situations.

g. There is more t child care than you think - doing more things than I realized.

h. Most experienced child care workers basically have same attitudes, techniques and good sense of humor.

i. 1) Realization of various levels of CCW's is ok how you (me) deal with that is whats important.
   2) Realizing there are others concerned with future of CCW work and there is a way to create change.
   3) Self awareness issues alot.
   4) The enjoyment of being with other CC workers.

j.

k. I'm really thankful to have my program.

l. I have learned alot about the various types of agencies available for referral and a better understanding of regulations imposed by various agencies.

m. Developmental needs. The significance of child-care advocacy.

n. I've learned tht to share ideas with your fellow workers of the field can be most enhancing.

o. How difficult it is to design a training program, and how great my program is.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

Question 6

OTHER COMMENTS

a. I am grateful to be where I am. I love my work and appreciate my program. A few others appeared a little stiffled at times.

b. I enjoyed the presenters, the participants, and the reading material. I frequently felt impatient - that time was being wasted or other, useful information could have been presented. Thank you for all of your hard work and for taking care of us so well!

c. Iris and Mary Kay, thank you!! I appreciated being able to be a part of this week. I enjoyed it and look forward to coming back.

d. Lets have the next workshop in New York in June.

e.

f. Would like to do it again and appreciate being invited to participate.

g.

h.

i. 1) Most people seemed to have a very different idea of what purpose for this week was. If some of the pre-work could have been done by us prior to Monday, I think it would have been more helpful. Example: Write in questions about "Where you see CCW going", "Clarifying? About conpetencies, how we as CC workers can impact field," etc.
   2) Lot of time spent with co-peers trying to identify their agency, who they worked with, ages, size of group, etc. If some basic info was compiled and given out prior I think that might have been more helpful to us.
   3) Mary Kay was good at keeping group on task. I occassionally felt we could "manipulate" Iris into other directions - which "felt" uncomfortable due to the feeling you have to be always working towards a goal. (Self feeling)
   4) Various levels of learning took place for all of us. That was exciting to observe. Also some bonding with other CC workers happend which does not happen in one day workshops and oftentimes also does not happen even in agencies and school classes. I feel like there is a connecting base of CC workers I've never felt that before.

j. Perhaps...the personnel attending the workshop should be evaluated more carefully.

k. I feel we could have been "guinea pigged" better with youth service work questionnaires... preferences, ideals, goals, ambitions, satisfaction level, etc.

l. I feel your Child Care Program should carry a requirement on drug/alcohol problems in the home and an understanding of how certain drugs do work on the system.

DOCUMENTATION CONTRACT

Competency Title: Interviewing - the conscious use of self in information gathering in the face-to-face communications between child care worker and client.

Example of Documentation Activity:

Tape-record an interview which demonstrates the ability to follow the basic steps outlined in the manual on page .

Provide a list of the questions you would ask in an initial interview to gather information about an adolescent in your care. If you are using an existing intake interview form, provide a completed one.

Describe what you will do to document the existence of the competence:

Completion Date _____

Comments:

Signatures

_____ _____
Student Date

_____ _____
Field Supervisor Date

_____ _____
Faculty Date

DOCUMENTATION CONTRACT

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Describe what you will do to document the existence of the competence:

Completion Date _____

Comments:

Signatures

_____ _____
Student Date

_____ _____
Field Supervisor Date

_____ _____
Faculty Date

TO: Reid Holland

FROM: Iris Heckman

RE: Site Visit Itinerary for TASK Approach to Child Care Competency Grant

IRIS HECKMAN

April 16	10am	Linda Montgomery	Community Youth Homes	Topeka
April 18	10am	John Leslie	Argentine Youth Services	K.C.
April 18	12:30pm	Jerry Miller	St. John's Childrens Home	K.C.
April 18	2:30pm	James Martin	Wyandotte House	K.C.
April 19	1:30pm	Rene Valdivia	HARTS	Topeka
April 20	9am	Phyllis Anderson	St. John's Chemical Dep.	Salina
April 20	4pm	Denis & Lee Gilcris	Methodist Youthville	Dodge Cit
April 23	10am	Karen Baker	Methodist Youthville	Newton
April 23	1pm	Pat Kilgore	Bob Johnson Youth Ranch	Hutchison
May 14	10am	Cheryl Davis	Booth Memorial	Wichita
May 14	12noon	Rick Anson	Wichita Children's Home	Wichita
May 14	2pm	Judy Smith	Wichita Youth Home	Wichita
May 15	7pm	Geri Rooks	The Villages	Lawrence
May 14	5pm	Frank McClain	Judge James Riddle Boys Ranch	Goddard

MARY K. RODWELL

April 5	2pm	Frank McClain	Judge James Riddle Boys Ranch	Goddard
April 18	10am	Cheryl Davis	Booth Memorial	Wichita
April 18	12noon	Rick Anson	Wichita Children's Home	Wichita
April 18	2pm	Judy Smith	Wichita Youth Home	Wichita
May 1	2pm	Denis & Lee Gilcris	Methodist Youthville	Dodge Cit
May 9	10am	Karen Baker	Methodist Youthville	Newton
May 9	1pm	Pat Kilgore	Bob Johnson Youth Ranch	Hutchison
May 10	1pm	Phyllis Anderson	St. John's Chemical Dependency	Salina
May 14	10am	John Leslie	Argentine Youth Services	K.C.
May 14	12noon	Jerry Miller	St. John's Children's Home	K.C.
May 14	2pm	James Martin	Wyandotte House	K.C.

Appendix II

Evaluations

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 1. DESCRIBE THE MOST USEFUL ASPECT OF THE WORKSHOP FOR YOU.

a. Being evaluated - learning in what areas I may be most competent.

b. The information and competencies provided networking.

c. It was good for me to meet other people in the field and learn about their facilities and the services they offer. Also it's exciting to be a part of helping professionalize the field of child care.

d. It help me learn more about myself. It seems when talking to large groups I sometimes jumble words. In smaller groups I speak more clearly.

e. Everything.

f. Sharing information with each other about problem situations, and finding or attempting to find solutions for problems.

g. It pointed out that I was in a stagnant phase.

h. Being around other child care workers.

i. Realizing (finally!) the overall views of (purpose of) project, realizing its potential. Contact with other professionals and self-realization of expectations of CCW's aren't unrealistic, others expect same.

j. Giving styles, techniques and information to be gathered and used by others.

k. Relating to professionals and sharing ideas.

l. Meeting with other workers in the field and learning about the different models used in working with the children. Also about the various specialties the different programs are involved in.

m. The sharing/gathering of information from the other agency workers. The pertinent and extensive material resources.

n. The different information shared regarding each agency.

o. Talking with the other C.C.W.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 2. DESCRIBE THE LEAST USEFUL ASPECT OF THE WORKSHOP FOR YOU.

a. Materials were difficult to use.

b. Group problem solving exercise, time library.

c. Communication exercises.

d.

e. The help relationship inventory. It was too much reading, maybe because I waited until the last minute to do it.

f. Finding out that most information received was for kids of younger ages.

g.

h. None

i. The free time - I think we could have been utilized more (if not for project perhaps for self learning maybe).

j. Helping relationship inventory - felt basically that the information and questions give a really inaccurate view of skills I have.

k. Materials hard to organize. Too much confusion.

l. I learned something from each aspect of the workshop, so can't honestly say any part of the workshop was not useful.

m. Too many breaks and distractions.

n. None

o. Communication exercise and designing a program.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 3. WHAT IS YOUR INITIAL IMPRESSION OF THE WRITTEN MATERIALS PROVIDED?

a. I am anxious to have the opportunity to read and learn.

b. Very specific and useful - It looks like they finally get past the 101 level.

c. They are good (what I've lookd at).

d. I think it has a lot of information in it that is very helpful.

e. The material was very informative and easy to understand. The material dealt directly with what I wanted.

f. I was impressed and happy to find out that so much information was available.

g. Good.

h. Looks good.

i. Basically good. Some of the assessment material was difficult to get through. I enjoyed reading material and evaluating it - that in itself was a learning experience.

j. Wide ranging - somwhat accurate.

k. Hard to diseminate.

l. My initial impression of materials printed was at first overwhelming, but in looking it over, I found a lot of the material to be thought provoking.

m. Awesome!

n. Very well arranged, and relevant.

o. Very basic.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of Weeklong Workshop

Question 4. WHAT IS YOUR REACTION TO THE FOLLOWING ACTIVITIES:

DEVELOPING A CASE STUDY ON DEVELOPMENTAL ISSUES

a. It was easy, because I have to do it in my work. I enjoyed it, others were entertaining.

b. Useful but seemed to take a disproportionate amount of time.

c. This was good but needs to be more clearly explained and the time limit extended.

d. I like this ideal.

e. It was great, I got to hear many different ways you can present a developmental issue.

f. This is good if alternatives given will give positve results.

g. Once started it was okay and it made me think.

h. Supervising at first but then ok.

i. Good - helps refine skills, evaluate ability.

j. Challenging - an important tool.

k. Got too long and too many extra details.

l. I found this exercise challenging in looking beyond the behavior and corresponding it with the developmental stage.

m. The instructions were vague. The purpose to exercises were neat.

n.

o. Very good.

SPENDING TIME IN THE LIBRARY

a. Was helpful.

b. Useful but seemed to take a disproportionate amount of time.

c. It was useful to prepare the assignment.

d.

e. It was ok.

f. For knowledge and expanding knowledge.

g. I enjoyed the quiet.

h. So so.

i. Felt like a waste of time.

j. Not necessary.

k. Not relevant.

l. Is condusive setting for working on the presentation. I did feel directions to various departments of library would have been beneficial.

m. Appreciated the environment.

n.

o. Okay, but not a good use of time.

1) THE COMMUNICATION EXERCISE; 2) THE INTERVIEWING ROLEPLAY

a. I had fun.

b. Good.

c. 1) I didn't think it was useful, 2) Was good, we should have done more.

d. I like this aspect very much.

e. Great.

f. Great for showing how other staff handle crisis situations.

g. 1) It was okay, 2) Liked this,

h.

i. 1) Small groups were interesting. Created self-awareness.
2) I have difficulty with role play as I don't think direct care line staff react the same in role play. I do understand its a learning tool but the pressure of having to perform is unfair to place on others. The actual role play was OK in communicating the overall view of communication, I don't think the role play itself was that well done.

j. 1) Communication was extremely helpful as a learning tool.
2) The roleplay was weak and not realistic.

k. Need more - maybe done in 2 person session at the same time.

l. The reactions and terminology of the various cultures and agencies was definitely a new learning experience.

m. Fun to purposeful.

n.

o. 1) No, 2) Maybe.

READING AND COMPLETING THE SELF-ASSESSMENT ON CHILD CARE PRACTICE FROM THE OUDERKIRK BOOK

a. Not worth a lot if you've been in the model long.

b. Useful.

c. I found what areas I need work in.

d.

e. It was ok but reading is not a strong point of mind.

f. Would like to have more information about very aggressive kids from age 15 thru 18.

g. I'm doing more than I thought.

h. Expected and good refresher.

i. Helpful, as it made me reform on my skills.

j. The jury is still out.

k. Really dumb!

l. I was surprised to learn how many of the skills were being used daily without really thinking about what those skills intailed.

m. The reading was very practical. I questioned the purpose of the exercise, other than general awareness.

n.

o. Okay.

THE GROUP PROBLEM-SOLVING EXERCISE ON DESIGNING A PROGRAM OF CARE

a. The exercise was too broad, but group process was great, very rewarding.

b. I thought it took too much time - the task should have been narrower on the group divided into 2.

c. It needed to be a smaller group - I felt frustrated with the group process.

d. I like it.

e. Ok.

f. As a grou good -- A lot of input.

g. Love it! Wanted to go further with it.

h. Loved it.

i. Enjoyed very much - watching skilled people work together successfully and watching the group dynamics was helpful for myself.

j. Your most outstanding feature - not only brought out valuable information - added cohesiveness to the group.

k. Good, but too diverse.

l. The group really had a good time with this exercise and came up with an idealogic program.

m. A frustrating challenge. Overall I appreciated the group analysis more.

n.

o. Not a good use of time - instead of designing a program how about getting a room addition/computer from the board. Something very real.

THE QUESTIONNAIRES

a. If they helped you, it was okay.

b. All good except the helping relationship inventory - it was tedious and I fail to see the usefulness.

c. They were useful for where we were personally.

d. They were ok but I think we could have did most of them before we arrived.

e. Great.

f. Good for checking progress.

g. Ok - necessary.

h. Ok.

i. Not sure as I have difficulty grasping overall view of purpose of questionnaire. I felt #1 questionnaire was very difficult to do, helping relationship seemed to be not an accurate judge of ability as responses were not ones I might/would use.

j. Feel that in order to gather more info - more questionnaires are needed.

k. Ok.

l. Some were very illuminating and gave insight into areas needing further work.

m. They were more for your needs.

n.

o. Okay.

DOCUMENTATION CONTRACTS

a.

b. Very important.

c. I've got a lot of work ahead of me but I'm excited about it.

d. It help me see the other side of the fence.

e. Very understanding.

f. Good for self development.

g. Ok.

h. For me a must or I would probably not do it.

i. Good - really like this aspect - can see it being very benificial for growth, measurement of growth, comparison of skills.

j. Any organized tool for focusing on weak areas.

k. So so.

l. Most of the suggested exercises looked like they would be feasible in most settings.

m. Now they are a challenge.

n. All very informative.

o.

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TASK Approach to Child Care Competency

Question 5

WHAT HAVE YOU LEARNED THIS WEEK?

a. A lot about other programs in the state. The ego of the child care worker is quite small compared with their desire to learn. Learned about communications.

b. How much good information and ideas are available - how much work I have yet to do in order to be where I want to be.

c. A lot about other agencies. A lot of new material to enhance what I already know.

d. I've learn that a lot of child care workers have the same problem either it be in a small community or a large community.

e. That if I use this information with what I'm doing and know now I will be a well polished child care worker.

f. That there are a number of ways of handling situations, and the correct way may desire searching for different ways to handle situations.

g. There is more t child care than you think - doing more things than I realized.

h. Most experienced child care workers basically have same attitudes, techniques and good sense of humor.

i. 1) Realization of various levels of CCW's is ok how you (me) deal with that is whats important.
2) Realizing there are others concerned with future of CCW work and there is a way to create change.
3) Self awareness issues alot.
4) The enjoyment of being with other CC workers.

j.

k. I'm really thankful to have my program.

l. I have learned alot about the various types of agencies available for referral and a better understanding of regulations imposed by various agencies.

m. Developmental needs. The significance of child-care advocacy.

n. I've learned tht to share ideas with your fellow workers of the field can be most enhancing.

o. How difficult it is to design a training program, and how great my program is.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

Question 6

OTHER COMMENTS

a. I am grateful to be where I am. I love my work and appreciate my program. A few others appeared a little stiffled at times.

b. I enjoyed the presenters, the participants, and the reading material. I frequently felt impatient - that time was being wasted or other, useful information could have been presented. Thank you for all of your hard work and for taking care of us so well!

c. Iris and Mary Kay, thank you!! I appreciated being able to be a part of this week. I enjoyed it and look forward to coming back.

d. Lets have the next workshop in New York in June.

e.

f. Would like to do it again and appreciate being invited to participate.

g.

h.

i. 1) Most people seemed to have a very different idea of what purpose for this week was. If some of the pre-work could have been done by us prior to Monday, I think it would have been more helpful. Example: Write in questions about "Where you see CCW going", "Clarifying? About conpetencies, how we as CC workers <u>can</u> impact field," etc.
   2) Lot of time spent with co-peers trying to identify their agency, who they worked with, ages, size of group, etc. If some basic info was compiled and given out prior I think that might have been more helpful to us.
   3) Mary Kay was good at keeping group on task. I occassionally felt we could "manipulate" Iris into other directions - which "felt" uncomfortable due to the feeling you have to be always working towards a goal. (Self feeling)
   4) <u>Various levels</u> of learning took place for all of us. That was exciting to observe. Also some bonding with other CC workers happend which does <u>not</u> happen in one day workshops and oftentimes also does not happen even in agencies and school classes. I feel like there is a connecting base of CC workers I've never felt that before.

j. Perhaps...the personnel attending the workshop should be evaluated more carefully.

k. I feel we could have been "guinea pigged" better with youth service work questionnaires... preferences, ideals, goals, ambitions, satisfaction level, etc.

l. I feel your Child Care Program should carry a requirement on drug/alcohol problems in the home and an understanding of how certain drugs do work on the system.

m. I would have gained further if the workshop schedule would have been followed more consistently. Some of the material can be stream-lined.

n. I feel the way this was conducted was very casual, but professional thanks to Mary and Iris being so charming and caring.

o. Try and keep the exercises very child care. Give as much time as possible for the group to teach and talk with each other.

Washburn University
Youth Service/Child Care Worker Program
TASK Approach to Child Care Competency

EVALUATION of the Project

1. Describe the most useful aspect of the project for you.

   a. The written materials that were compiled - that we can keep and use as reference materials in the future.

   b. I like the Life Space Interviewing technique. This has helped me handle crisis situations better at St. Johns. I now seem not to get so hyper when confronting a youth that has a behavioral problem.

   c. Working on the Documentation Contract incooperated into my work environment.

   d. I've gained technical knowledge re; child-care, which when correlated with present experience level should be beneficial to myself, and residents in care.

   e. Doing the project on support was the most useful aspect of this project.

   f. The idea of the competencies - spelling out specific skills in child care. Help identify needs of work on instead of a vague idea of improvement/growth. Being w/professionals and sharing was great. Also being away physically so didn't have to be concerned about what problem/crisis might need to deal with.

   g. Getting new ideas and reenergized.

   h. A break which was well needed.
   New ideas from other agencies.
   Some new and some refresher information.

   i. I enjoyed sharing/listening with the other child-care workers, most of the readings were very relevant to applicable.

   j. Being given all these materials was valuable to me. Workshop was good. Learning about other programs and their functions was important to me.

   k. I felt challenged and it forced me to do some reflecting on myself and the work I do.

   l. I felt the documentation contracts were very helpful in brining to full realization of this is an area I really need to work on, or that I was really more competant in on other than I believed. It has helped build my confidence in myself as a worker and made me more aware. I also felt the bringing together of all the various agencies was very beneficial in learning different techniques and various agencies available and knowing we have the same concerns and problems.

   m. Meeting with others from field. Gaining new respect for our program and work.

2. Describe the least useful aspect of the project for you.

a. I can't think of anything that wasn't useful - but I thought we spent too much time on the one exercise of going to the library and reporting back on a developmental issue. For me it would have been more useful to present brief case histories, and talk as a group about what developmental issues those kids might be working on and how to help them successfully complete the task. I thought it got off target in a number of instances.

b. I didn't like some of the competency.
Urban/rural difference - the impact factor in the communtiy.
Personal living skills - at that time I had no client as independent living skills. I just pick a kid at random.
Managing supplies - not necessary.

c. The This is Your Life Book & Family Assessment: A Self-Instructional Guide.

d. All seemed pertinent to child care. Even to small talk offered enhancement to some degree.

e. Some of the exercises we did during the weeklong workshop. Most of us are experienced workshop attendees.

f. Felt the time in that week could have been used more effectively. Didn't feel I was being pushed or asked to perform enough. Really expected daily projects to be done in off class hours (homework kinds of things).

g. Not definite enough - too vague.

h. Need to be more specific on information you are looking for.

i. I would of appreciated more time for open discussion. The readings that lacked table of contents.

j. Some of the readings were a little redundant.

k. Some of the competencies did not apply to me and the work I do at the Shelter.

l. Being fairly new in the field I can't honestly say any one part was not of benefit.

m. Very few new learning experiences other than written material taken home to read.

3. What is your impression of the written materials provided?

a. Excellent - send more - especially on cultural differences.

b. I liked all the information that was sent to me. The only papers or books I didn't care for too much would be the care and living skills. I think Living Skills should include more of what living skills are like. Cooking, cleaning, washing, etc.

c. They were very clear and understandable. Very informative.

d. I've been to quite a few workshops, seminars etc. Never have I received the amount, and quality of the materials you provided. Thanks!

e. Entry level information, not for advanced C.C.W. Good to sharpen skills.

f. I think they are good for most part - some I got lost in (values clarification) due to vagueness or the way presented. Ouderkirk book is excellent for me as an in-service teaching tool and alot of the information is useful as a refresher & new different outlook. A lot of material made me think and evaluate myself and program.

g. Had lots of information but some of it was too technical.

h. Good but some could be put in more common words (less technical).

i. They were very relevant.

j. It is a wide variety of readings. I liked the Ouderkirk book. I badly needed some indexing however.

k. There was alot of material that I havenot had the chance to read. Most of what I read was helpful and I know will refer to it a lot in the future.

l. I felt most of the material was put together with alot of thought and provides a wealth of information and resource material. I did feel it would have been helpful to have more information on Values Clarification as this is an area we are constantly working with the client with, through our own sense of values and in helping them choose their own values.

m. Too wordy.

4. What was the title of the most useful reading for you?

a. On the Line in Child Care by Ouderkirk. Also the entire sections on group dynamics, human development, WAR cycle, and self-awareness and values clarification.

b. Life Space Interviewing. I felt that this has help me in differing crisis situations.

c. All except the This Is Your Life Book & Family Assessment Book.

d. The book re; on the line of child care was most useful.

e. Development.

f. The organizational theory was great. The activity programming helped me pull alot of my thoughts together also.

g.

h.

i. The developmental stages.
The War-cycle
The commumication info
The entire "On the Line in Child-Care" book

j. One of them was 5-Steps in Goal Planning. I never really used a system for goal planning before. Seems like it might speed writing of these goals.

k. I like the section in Ouderkirk about Human Development.

l. Child Development and Crisis Diffusion. We are dealing with crisis situations on a daily basis and in working with them it is helpful to know the various social and behavioral cues and where the child is developmentally in dealing with the crisis intervention.

m. Nothing exceptional.

5. What was the title of the least useful reading for you?

a. Nothing comes to mind.

b. Living Skills. I don't think there was enough information given to direct living skills.

c. This is Your Life Book Family Assessment.

d. All useful.

e. Building Therapeudic Groups.

f. Values Clarification - defining values in CC is difficult for me and this area didn't afford any insight for me either.

g.

h.

i. Organizational theory.

j. The Experiential Therapy Model was not highly pertinent.

k. Since I haven't read it all I can't answer this.

l. At this point in time I have not read all of the readings, but have not been able to find any that have not been beneficial.

m.

6. What was your reaction to the weeklong workshop after you returned to work?

a.

b. After the first threed days I kind of got burnt out. After I returned to work I was very excited to see if I could do the 17 competencies I had to report on. The first three weeks were very productive and then it started to taper off.

c. It was great.

d. I felt a sense of enlightenment after comparing notes with my colleagues. To be around to caliber of child care workers made me award that this field can benefit the youths. I felt progressive in my profession with the opportunity to get credits in this field.

e. No reaction.

f. I was grateful for the experience, the exposure to others in the field. Gave me a real appreciation for my co-workers. I felt it could have been more beneficial to me personally if my ideals had not been so high/ expectations of what I thought week would be. Conversations with Mary Kay helped alot to put things in perspective. I'm glad I was involved - feel I've gained a lot of insight for myself and ways to improve my staff and program.

g. I was glad I had come. I was ready to pass on things I had learned. Also I took a look at the way I was doing things and found so different ways of doing things. I was refreshed and ready for work.

h. Good, came back and was ready to voice and try new ideas.

i. Disappointed that we did not follow the day to day schedules. I felt overwhelmed at beginning the competency documentations.

j. I always feel like I want to do more. Particularly "brainstorming" because we never get enough time to pick the brains of other professionals.

k. I really felt it helped me. I looked at work in a different light. The workshop made me feel more committed to my job.

l. I returned to work after the workshop feeling overwhelmed with the amount of work I had to do, but also with a new sense of drive and direction.

m. Teased about missing out on fun others had at Boys Town.

7. What was your reaction to the site visits conducted by the faculty?

a. Thoroughly enjoyable but to be honest, it was more for personal reasons. What I mean is I don't think it was necessary for the program's success. I would have learned the same and I would have completed the assignments - though I wouldn't have pace myself as well without them. I really enjoyed visiting with each of you - I felt like I got to know you and to share myself a little more and I felt really supported and affirmed by each of you. Thank you!

b. I think only one faculty should have reviewed the papers. When the second person came down I had a sense of not really caring because I had finished a lot of material, and when the second person came down I wasn't as excited as the first.

c. It was ok. She pushed me. I wish she could be around more often.

d. Pleased time was taken out to tour the house, and learned about the program, before going into our assignments.

e. No reaction. Less frustrated with my project, perhaps.

f. I looked forward to visits. Felt very comfortable with visit. Not sure what to expect prior to visit but after visit felt it was beneficial. Felt supported of my project work and involvement.

g. I liked them. It was interesting to hear the comments about where I worked.

h. Very good, chance to go over the little that was done and encouragement to continue on.

i. I appreciated the flexibility of what was focused on.

j. They are good, supportive and welcomed. I would have liked some pre-planned "phone" time too, though so I could ask questions more.

k. I felt lots of personal support from both of you! We probably should have gone over the competencies more so I would have known if I was doing what you wanted.

l. I looked forward to the site visits, not only for the guidance provided, but also for the support and encouragement offered and the ideas given were beneficial in helping with my projects.

m. Enjoyed visit. Did not feel pressured at all.

8. Describe your impression of the documentation contracts. Which one did you find most useful? Which one did you find least useful? Did the assignments provide a meaningful learning experience for you?

a. Yes they did but the assignments themselves cannot be evaluated as to their usefulness - they were as meaningful as I chose to make them and I don't think you can really control that. My own best ones were - "situational counseling" and "teaching alternative behaviors." The least useful were "Public Relations" and "personal living skills" because I just wrote down what I already do - I didn't teach myself anything new.

b. Life space timing - I feel I can handle crisis better. Living skills was the one I like the least. I felt there wasn't enough information.

c. The contracts were very clear and understanding. They gave examples which helped out alot. The Personal Preformance Evaluation Cultural Differences. Yes.

d. The wage-hour was useful to me as it explained why overtime pay was deemed unnecessary. I've always been curious re; this.

e. N/a

f. I liked the contracts, felt I should have been more specific on my commitment of what I would do to document. All of them that I did I found useful - it comes down to personal dedication - how much effort put into if determine how much you get out of it.

I think there should be some sort of check list on evaluation scale so you could gauge how competent you are or what area you need to target to be more competent.

g. I didn't know exactly what was wanted.

h. The most meaningful was on documentation when we pulled and old incident and found it was documented well enough that it all came back nice and clear.

i. The Developmental Stage
The Ethics
The impacts of completing/working on the assignments are still being felt.

j. I needed more time. I felt I had many of the competencies, but in some cases it was a little like fitting a size "6" shoe on a size "9" foot. Some things just didn't quite apply.

k. When I first saw the number of them I felt overwhelmed. The most useful ones dealt with personal job performance. Also the crisis diffusion was a good one for personal growth. Yes, they provided a meaningful experience for me. I felt challenged in a more professional sense.

l. Crisis Diffusion. Designing the Environment. This one was not applicable to my particular unit. The rest of the assignments did provide me with a lot of new information and insight.

m. Some insight in formalization from readings.

9. In what way did this project assist you in clarifying your professional identity?

a. It encouraged me to finally join the KACCW - something I had been meaning to do for a year. It also helped me to identify and name some of the tasks that I do.

b. I'm not sure.

c. That I do a good job with the attitude I have.

d. This project clarified, and offered me optimism towards future growth in my profession, which in turn makes me feel part of a progressive field.

e. After leaving group parenting, I will consider other roles in child care, ie: shift work short-term treatment centered care, etc.

f. It helped me realize that I do have good skills and that I am viewed as a professional by peers and co-workers. Sometimes you get caught in the day to day routine that you lose sight of your skills & how strong/competent. Also with talking with Mary Kay and Iris, I've been able to realize that I am not out in left field as far as my hopes / expectations of the field and that even though I occassionally feel isolated and unsure of my direction, I do have a future in this field.

g. It put child care in the "profession" category.

h. By making it more clear what we should be doing and where we are compared to other agencies.

i. It brought out or accentuated areas that I did not perceive to be weak/not knowledgeable in. Such as the developmental stages, organizational theory.

j. It was really the first time I felt valued, for my chosen profession, by other than immediate peers. It is nice to be respected. Thank you.

k. I definitely found that I am commited to the field of child care and that I am a professional in this field.

l. It made me more aware of my beliefs and values and a clearer idea of my goals for the future.

m. Gred and I <u>do</u> feel very professional and this reinforced it to me!

10. In what way did this project assist you in preventing "burn-out"?

a. It gave me some new things to think about and to try in my remaining two months, rather than just "riding it out."

b. It has showed me signs myself what burn out really is.

c. None.

d. For one I was away from the work site for a week, and also it lent me alternatives from which to choose during interventions.

e. I enjoyed and needed the contact with other C.C.W.

f. Gave me a break from agency. Gave me new challenges. Gave me new information - I like learning and new information fosters this learning. I also feel I have made good contacts from those involved for resources in future should I need them.

g. It gave me new energy for the job.

h. By giving us a needed vacation from work and putting us with other people who are having the same problems and how they handle them.

i. I anticipated my anxiety level "shooting up" so I set-up a schedule when to work out the projects. The scheduling meant managing my time productively.

j. I am the perennial child care worker. I'll probably always do this in some form. But the workshop was a great "time out" pace changer.

k. It forced me to take a look at personal issues and feelings and how they affect my work.

l. It gave a fresh view of where I was in time, and what and why I am working in the field. It also helped build confidence in myself and completion has given me a sense of accomplishment.

m. I enjoyed being here; not having responsibilities for a week; did a lot of laughing and had a lot of fun.

11. What, if any, impact did this project have on your career plans?

a. No change in plans but I feel better about myself than I did a few months ago.

b. Alot I want to see if these credits will transfer to a master degree program.

c. That I do a good job with the attitude I have.

d. I felt like a college kid again. This project made me seriously consider returning to college to pursue a degree in child care.

e. I will now consider the L.M.H.T. program.

f. I'm still at same job. I was evaluating a change in placement prior to workshop but have realized that I still have lots of challenges left at this job.

g. It made me want to stay in the field.

h. Setting them more in motion and seeing how close I am to them.

i. It provided the impetus for me to pursue/finish my social work degree.

j. I can see more clearly what I need to become degreed. That helps motivate me toward my goals.

k. It makes me want to continue in the field of child care and also it makes me want to further my education.

l. Clarification.

m. None.

12. What did you learn as a result of this project?

a. I learned the value of teaching alternative behaviors. I learned the importance of developmental issues. I re-affirmed my belief in my own abilities and gave me respect and appreciation for child care workers in general.

b. That there are many different ways to handle youth that are having behavioral problems.

c. None.

d. I've learned that vast amounts of logic re; child care is valuable as a reference source. I also enjoyed hearing others talk regarding their programs.

e. I relearned how to write a paper sharpened basic skills.

f. Alot! Reflecting on material helped me pull together alot of ideas which I could/can use to help my child care workers grow which will help strengthen my program. I also learned that I need to watch myself alot in my expectations of self and other and make sure that I'm not talking over their heads.

g. There is a lot of learning to be done by CCW's.

h. That my evaluation at work core close to what is expected in child care.

i. I learned about the varying childcare models, their theories to applications. The readings will continue to be a needed reference for me.

j. That the middle is a big area. There is still alot I can learn. This project helped make it easier.

k. That I am competent in many areas and that I do good work with kids.

l. The various skills that are necessary to have to work with children, more about myself professionally, the clearer view of my own values and the desire to continue working with the adolescents. I also gained a lot of new ideas for incorporating into my job.

m. There is a dramatic need for professional CCWs and for some way to not seem as doing CCW if you can't find anything else.

13. How much would you be willing to pay for this kind of program?

a. If I had the money I would pay $50 or so - In the situation I'm in now - I couldn't pay but would buy the books. Since I have a degree I wouldn't pay for college tuition.

b. No. Because I don't know if credits transfer.

c. $700.00

d. Situational.

e. $250.00

f. I would pay the $550.00.

g. Anything within my means.

h. Alot if I could find the money.

i. If you disregard that it is not for college credit, I would pay $150.00.

j. I would pay like college if I could get course credit hours.

k. I would be willing to pay for the 10 credit hours offered.

l. $750.00.

m. Minimal.

14. Would you enroll in this sort of program if it were not for college credit?

a. Yes.

b. Yes, I feel there is a lot of helpful child care work information that can be used by child care workers across the country.

c. Yes.

d. Yes.

e. Yes.

f. Yes.

g. Yes.

h. Yes.

i. Yes.

j. Perhaps, if it appeared that it would benefit my position.

k. Yes, because of the personal benefits I received from it.

l. Yes - for personal growth.

m. No.

15. How important was it for you personally to earn college credit for this program?

a. Not at all per se - but I will use if for social work licensing renewal credits (CEU's)

b. I really don't know yet. I have to see if credits will transfer to a masters degree.

c. Very important. I have not studied and earned college credits in a long time. Good for GPA.

d. A possibility of an A. A degree in child care leads me toward feelings of self accomplishment. Most important.

e. Not important.

f. Very - I someday will get a degree. Don't know when or how but this makes me 10 hours closer. I also like getting credit for recognizing / working on skills that directly reflect my job.

g. Not very important - Formal schooling isnot what I'm looking for.

h. A lot.

i. It could very well mean the difference towards only needing 2 general requirements or a full semester of work to complete my social work degree.

j. Extremely.

k. It was important because it can be a start for my graduate credit. And I would like to return to college to work on my masters in the next couple of years.

l. At the time I enrolled the college credits were mainly what I was interested in, in order to work towards my Bachelor degree and cut short my time in school by one semester.

m. Uppermost.

16. Other comments?

a. Thank you very much for treating us so well - you both did a terrific job and I thank you - I hope to see you both again!

b. None.

c. My on-site visitor is the greatest.

d. I feel that the patience, kindness, and knowledge made the project a very beneficial one. Thanks!

e. We need a greater amount of time to talk with and teach each other. I would suggest that this is structured into the next session. Do not use entry level group exercises. Very good training project.

f. Despite my struggles that I have voiced, I really enjoyed my involvement with project, felt I got alot out of project and think I gave alot. I think the project has some long range ramifications that's exciting to see/be a part of. Thanks for all your work - your did a good job.

g.

h.

i.

j. It was great getting to know you.

k. Thanks for all the time and energy you guys invested in it, and for your support! Appreciate being able to participate in this training.

l.

m. Enjoyed both Iris and Mary Kaye. Hope to see more of you again. Thanks for all your work. I would be glad to help you with anything, future projects (or anything) you need or in finishing this one up.

FACULTY EVALUATION

COURSE NUMBER CC 400 SECTION _____ SEMESTER Spring YEAR 85

NAME OF INSTRUCTOR Heckman/Rodwell - Advanced Field Study

1. Classification: FR__ Soph 1 Jr 1 Sr 1 Other 9

2. What was your reason for enrolling in this course?
   Major 2 Required Related 2 Elective 1 Other 7

INSTRUCTIONS TO STUDENT: CHECK THE COLUMN TO THE RIGHT OF EACH STATEMENT THAT BEST DESCRIBES YOUR EVALUATION OF THIS COURSE AND THE INSTRUCTOR. SPACE FOR COMMENTS IS PROVIDED ON THE BACK	Strongly Agree	Agree	Disagree	Strongly Disagree	...
3. The instructor fully explained course objectives	7	5			
4. The instructor will complete all course objectives	6	5			1
5. The course was well organized	4	8			
6. The instructor seemed to be interested in the students' progress in the course	8	4			
7. The instructor clearly explained his or her expectations and grading criteria	8	4			
8. The instructor graded according to the stated expectations and grading criteria	7	4			
9. The instructor seemed well informed in the subject matter	12				
10. For assistance outside of class, the instructor was available during office hours	7	4			
11. The textbook(s) required for this course as useful and relevant to the objectives	9	3			
12. Assignments required for this course were relevant to the objectives	9	3			
13. Required reference readings were available in the University library	5	5			1
14. The instructor's presentations were clear & helpful	8	4			
15. The instructor was well prepared for each class	7	5			

FACULTY EVALUATION

CC 400

Heckman/Rodwell

16. What do you consider to be the main strengths and weaknesses of this instructor? Please explain.

Openness & knowledge base.
Patience a virtue. Sometimes control needed to be established when straying from subject.
Strengths - concern & caring for growth of myself, both professionally & educationally. Desire to have me understand & have them understand what issues were discussed or seeking information.
Her high interest and knowledge.
Ms. Heckman sure of the direction she wanted to take us but seemed a little weak in pushing to get things done. Ms. Rodwell, she is direct and strong about working through the project and setting goals for the students and expectations.
She is sincere, honest, objective and flexible. Also, very well motivated toward this area of study, which I feel stimulates learning through appreciation.
Warm, friendly, personally interested in students' learning, intelligent, good communication skills.
Knows the material well - is energetic and enthusiastic. Sometimes strays away from subject at hand but is willing to let everyone in class express opinions.
Was able to present material in a clear manner and material was easier to understand.

17. What do you consider to be the main strengths and weaknesses of this course? Please explain.

Needed to be streamlined.
Strengths are in the relevance of the course material. Could have spent more time in books during week.
Lots of good material available for use/reference. Resource persons in the instructors that have experience in field & know what they're talking about.
The material presented.
Everything was informative.
Strengths - it is available at Washburn and there is an A.A. degree involved. Weakness - is that there is no B.A. or B.S. degree in a field that requires education & professionalism in dealing with human beings.
It is new and in the process of being developed - it was nice to be able to give feedback on course design.
The two presentors I didn't find any weaknesses but what was required to bring to class.
I liked the wide variety of readings and topics dealt with. Some of the readings were a bit too wordy.
Interest in subject.

18. Other comments.

It was a challenge!
None. You all were great. Hope to see you two again.

I enjoyed class, enjoyed instructors, felt I learned alot & would recommend course to others strongly.
I am only attending Washburn because you have an area of study in the field of child care.
Useful course - excellent instructor!
I think the instructors are very professional and committed to their careers. They should be commended for the work on writing and processing this project. I know it was alot of hard work.

Appendix III

Consultants' Reports

NIMH-COMPETENCY-BASED TRAINING FOR YOUTH SERVICE/CHILD CARE WORKERS

WASHBURN UNIVERSITY OF TOPEKA

CONSULTATION REPORT

Martha J. Aldridge

Consultant

September 24, 1984

Iris Heckman
Program Director

Reid A. Holland
Dean, School of Applied and
Continuing Education

OBJECTIVE 1. REVIEW CONTENT OF COMPETENCIES DEVELOPED BY PROJECT STAFF.

After reviewing the list of competencies in your Quarterly Report, dated September, 1984, I am making the following recommendations:

1. Ask of each competency statement: "Is this an outcome?"

   a. Is the statement a measurable outcome of an underlying attitude?

      EX: Self-development

      Does the worker's choice of activities off the job indicate that s/he is trying to expand knowledge or improve skills related to child care?

      Indicators:

      1. reading professional materials

      2. attending this class

   b. Do the indicators reflect a cluster of skills? If so, some of what you are calling competencies may be indicators.

      EX: Record keeping

      This statement includes

      a. making an observation

      b. accurate recording

      c. clear reporting

      d. meeting deadlines

   c. Is the knowledge area adequately focused to make testing realistic?

      EX: Normal and abnormal development in the physical, social, and emotional context.

2. Are some categories subsumed under other competencies?

   EX: Communication

   This can be under:

   a. Relationship building

   b. Interviewing

   c. Report writing

   d. Professional communication in advocating for an individual child

3. What are the indicators? If the indicators are too general, the competency is.

4. What are the necessary competencies (for example, commitment to lifelong learning)? Separate these from those that it would be nice for a CCQ to have or those personal characteristics that it is assumed a person would have before entering the career (for example, kind).

5. Are there duplicate ideas?

   EX: Caring/Sensitive/Nurturing
   Honest/Trustworthy

6. Can you write objectives outlining how the student will master the competency? If not, it's not a competency.

7. View your list of competencies as being in the process of becoming part of a package. You need to be free to adapt them as you develop the project.

OBJECTIVE 2. REVIEW AND ASSESS METHODS UNDER CONSIDERATION BY PROJECT STAFF AND MAKE RECOMMENDATIONS.

Method: Overall Model of the Project

Assessment: This is a very innovative model that maximizes the advantages of having the Youth Service/Child Care Worker Program housed in the School of Applied and Continuing Education along with Continuing Education. This structure allows the Project staff to develop competency statements and training materials that can be used both with traditional, on-campus programs and with the experienced workers in the field.

The use of competency based education can become a tool for staff development as the project staff learns how to convert to a competency based curriculum and shares this skill with other members of the faculty.

This Project also uses documents, discussed below, which can be models for the development of similar materials for other workshops.

The workshop format that combines self-assessment with dissemination of new information may prove to be a useful format for other continuing education programs.

The involvement of trainees' supervision seems very useful to this project; however, we will need to assess this component closely to ascertain how the objectives of supervisor participation can be met once funding has ended.

Method: Identification of Competencies

Assessment: This process has included a careful and thorough review of the literature, and the Project staff has scheduled an advisory committee meeting to review the list that is in the Quarterly Report. The decision now of whether to use staff time or to hire a consultant to convert this list into competency statements seems to be related to how much staff time is available. Certainly, the process itself can encourage one to be more concise in his/her thinking. On the other hand, the half staff time may not allow the staff this luxury. With so much to accomplish in a year, it is imperative that a consultant be hired only if s/he will include deadlines in a contract.

Method: Initial Assessment

Assessment: There was some discussion on the first day of this consultation of when assessment of participants should occur. I strongly recommend that a sample of potential participants be assessed as soon as possible to ascertain if our assumptions about this target group are correct. A sample of this population should give you enough information to begin development of materials and to paln probable content for the workshop.

Method: Workbook for Assessment of Prior Achievement and Current Mastery of Competencies

Assessment: The concept of this document seems sound, but it is not yet available.

Method: Job Placement Visits

Assessment: Again, this component seems important to the success of the project, but details have not yet been established. I do support the staff's idea to identify objectives for these visits that integrate them onto the total learning experience.

OBJECTIVE 3. REVIEW AND ASSESS TIMETABLE OF PROJECT AND MAKE RECOMMENDATIONS.

Project Objectives/Tasks Pages 18-20 of Grant	Recommendation
5. To validate list of advanced target competencies.	This is proceeding very well. I will suggest that if you do sample rural YS/CCW in advance, you may have more broad based data to help you determine what competencies should be included in the workshop. While the objectives of this project focus on the 15 workers you will choose, you obviously are looking beyond this sample to establishing a training packet with broader application.
13. To develop pre-assessment techniques.	This is the objective that I recommend you address as soon as the competencies have been defined. In addition to the assessment techniques you identified in Tasks 13a-c, you should get a broader assessment of training needs by asking supervisors to arrange the competencies in term of which they would most (to least) like to see be addressed in worker education. After the worker test, you would also ask them to prioritize their training needs. These responses should serve as a validity check of the pre-assessment instrument.
14. To select five agencies for pilot project. Develop on-going, systematic documentation of achievement	I endorse your decision to move this up to September.

OBJECTIVE 4. REVIEW AND ASSESS EVALUATION PLAN OF PROJECT AND MAKE RECOMMENDATIONS

Reaction to the Evaluation Plan on Page 21 of the Grant:

The criteria of the evaluation do follow the goals of the project, and you have included evaluation techniques that give you sound data. I will commit myself to review the Project at each pahse (I. Identification of Competencies, II. Development of Materials, and III. Instruction), and I am willing to interview workers who complete the program. I do recommend that we minimize travel and travel expense by having me review materials in Cedar Rapids, but I do anticipate traveling to Topeka at the end of each phase. Final evaluation should include someone who has been less involved with the project.

During my next visit to Topeka, I would like for us to discuss measurement of the second question in terms of an on-going program without funding for the participants.

OBJECTIVE 5. REVIEW STATUS OF HUMAN SERVICE PROGRAMS AT WASHBURN AND ADVISE THE PROGRAM APPROVAL PROCESS FOR CCHSE.

Iris Heckman has already reviewed three of the Washburn programs (Mental Health, Youth Service/Child Care Worker, and Alcohol and Drug Abuse) in terms of the CSHSE Guidelines. I only took an hour to review briefly these materials (especially the Mental Health Self Study), but my impression concurs with Iris Heckman's that these programs could be presented for program approval with a strong chance for success. The Mental Health Program, specifically, already shows:

1. a needs assessment

2. program evaluation

3. an impressive success rate of 95% for placing graduates and 100% success passing the State Boards.

4. an emphasis on direct practice

5. the CSHSE suggested curriculum content covered in the Information Packet Prepared for Kansas State Board of Nursing Site Visit.

6. 450 clock hours of experience in two different placements, beginning early in the program.

7. supervision of field experience.

8. diverse faculty

9. transferability

From limited review of materials, I would recommend:

1. that the list of knowledge components be tightened to reflect the work being done with the NIMH grant.

2. that field experience seminars, integrating experience with coursework, be reinstituted.

TASK APPROACH TO COMPETENCY IN CHILD CARE WORK

CONSULTATION REPORT

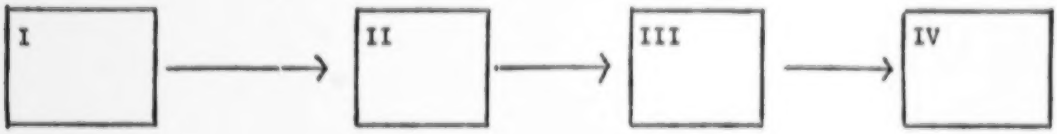
OBJECTIVES:

1. Review Quarterly report of January, 1985--follow-up
2. Review competency descriptors and indicators
3. Review pre-assessment questionaires items analysis--before
4. Review agenda and training materials for one-day supervisor workshop
5. Discuss plans for weeklong workshop for project participants in March

Martha J. Aldridge, Consultant

February 8, 1985

Washburn University's NIMH Competency-Bared Training Grant for Youth Service/Child Care Workers is proceeding according to the time lines identified in the grant application. During this consultation the first objective was to review the Quarterly Report of January, 1985, in terms of the overall Project goals and the work of the Project Staff since the first consultation. Conceptually, the processes of the Project that this consultation focused on were:



Assessment

On-campus Training and Assessment

Identification of Post-Workshop Activities

Post Workshop Activities/ Assessment

During the Assessment Phase, which is ending completion, techniques have been used to identify competencies that it will be most necessary to address during the training workshop in March. During Phase II the students and Project Staff will be engaged in a dynamic process of both training and continuing assessment. The training will reduce some of the areas identified as gaps in attitudes, skills and knowledge. At the time the worker leaves the training workshop (Phase III), s/he and a member of the Project Staff will have identified those competencies the individual most needs to address and the activities the worker will use to demonstrate mastery of these competencies. Outlining the process in this way provided us with a framework within which to assess the documents developed this far.

In reviewing the Quarterly Report, we discussed the follow-up of rural agencies that did not respond to the Project announcement. Return of more than half the questionnaires asking why they had not participated is a very high

response rate to a mailed questionnaire. The Project Staff concurred that a follow-up phone call would have been preferable; but, they had not had time for this more intensive data collection.

The Project Staff has not only completed the work as proposed, but they have produced excellent documents around which to organize the Project. This consultation focused on two of these:

Competency Descriptors and Indicators. This document was provided to me prior to the consultation and represents substantial progress since I reviewed the list of competencies during the initial consultation in September. This list of competencies more clearly defines the role of the child care worker and establishes a feasible model for developing the assessment and training materials. During this consultation the Project Staff and Consultant worked to further refine this key document. Conclusions were:

1. Retain the organization of competencies into the categories of Foundations, Responsibilities to Self, to the Child, to the Group, to the Agency, and to the Community. This method captures the mission of the project, clearly focuses on the systems impacted by the child care worker, and emphasizes the boundaries within which competencies operate. During dissemination, emphasis on this conceptualization should be a major tool for other professionals.

2. Convert the divisions of Competencies and Indicators into three categories. Competencies will stand as now defined. Indicators will be written as observable behaviors that provide evidence that the worker has a level of acceptable mastery of this competence. A third category, Activities, are items now listed under Indicators. Activities will be offered to participants as possible methods by which child care workers can exhibit their successful mastery of a competency, but the workers may also propose their own activities. Permitting this flexibility in proposing

activities reinforces the Project's goal of empowering child care workers to recognize and mobilize their own resources. Activities must meet the Project Staff criteria, which includes having the worker submit a product that can be measured when the evaluator cannot observe the behavior. Refinement of this method of evaluation can make a substantial contribution to the human services field.

Pre-Assessment Questionnaire. The process by which the assessment instrument for workers was developed is a sound one. Organizing the questions around a case study is especially valuable to enable this audience to move from daily problem solving to an intellectual view of child care. It should also meet your dual goals of assessing indicators of competencies and raising participant awareness of the scope and content of this training program.

Identifying the competency measured by each item has also insured that the assessment flows logically from the list of competencies and sets up the possible agenda for the workshop.

I do share the Project Staff's frustration at not having time to complete the item analysis of the pre-assessment questionnaire until it had been sent to participants. The insights we gained from our brief attention to the item analysis during the consultation would have provided useful data for instrument revision had this activity occurred earlier. It can now provide guidance for revisions of the assessment instrument before final project publication.

I also agree with the Staff that it should be clear to participants that the pre-assessment instrument is a tool for planning the workshops. To reinforce this stance, I recommend that the paragraph attached to the instrument be rewritten, eliminating the word test and stating in the workers' language how the information will be used.

The agenda and materials for the supervisor workshop reflect noticable

thought and pre-planning. The idea of involving the supervisors in the process of identifying indicators of competencies shows considerable skill in identifying the means by which you can meet the goals the Project Staff had identified for this workshop.

The major clarification in plans for the participant workshop was the Project Staff and Consultant discussion of integration of continuing assessment with presentation of new information. Mailing out the instruments to the participants and their supervisors will provide data with which the Project Staff can plan the workshop. Activities that allow the Staff to assess the participants during learning exercises can be built into the workshop. Suggestions for these integrated activities were discussed during this consultation.

Summary

Washburn's Child Care Worker Project appears to be proceeding very well. The components are well integrated and all move toward meeting the Project goals. The development of a grid showing where each competency appears in the process should help such a monumental task keep its focus. (A suggested model is attached).

One concern I began to have was the linkage I made between the loss of opportunities (specifically the ones offered by a telephone follow-up of non-responding agencies and the item analysis of the pre-assessment instrument) and the Project Staffs casual mention of their collating, copying, mailing, and handling logistical problems associated with the workshops.

I cannot at the end of this consultation recite data to support my impressions that they are doing clerical work in lieu of the professional work they are expected by the Grant to do; however, I would recommend to Washburn that they review the work assignments of this Project Staff to insure that the quality of work which the two professionals are capable of doing is not hampered by their being distracted by clerical tasks.

Using Competenices to Integrate Child Care Worker Training

Competency Statements	Pre-Assessment Question #	Pre-Assessment Level of Mastery	Location on Workshop Agenda	Suggested Activity	Post-Assessment Question #	Post-Assessment Level of Mastery

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TASK APPROACH TO COMPETENCY IN CHILD CARE WORK

CONSULTATION REPORT

Martha J. Aldridge
Consultant

WASHBURN UNIVERSITY
June 28, 1985

Iris Heckman
Project Director

Reid A. Hollond, Dean
School of Applied and
Continuing Education

89249

OVERVIEW OF PROGRESS SINCE LAST REPORT

Since my last consultation report (February 8, 1985), the major task of the project--to upgrade the skills of experienced child care workers--has been completed. Both before and during this consultation I read all the documents the Project staff had produced to enable them to carry out this task. The pretest/post-test instrument had been finalized to rate the extent to which each participant had mastered the competencies. Karen Vander Ven described in her consultancy report. Participants had taken the test, and I reviewed their reactions to it. The Project staff plans to use the feedback to reuse this instrument.

The competency statements and indicators have been refined considerably since my first consultation. They now are concise, clear statements. The use of supervisors to help identify indicators of competencies proved to be a successful technique to tie the competency statements to actual agency practice. There is a documentation contract for each competency that specifies how a worker addressing a mastery of that area would proceed to provide evidence of mastery. These contracts are useful to help participants focus their attention on their strengths and on methods of becoming more skilled. To assist participants in increasing their knowledge base, the Project staff organized a bibliography for each competency.

The training component of the Project appears to have been successful. Supervisors of participants first went to Washburn to learn how they were to support the participants in mastering the competencies. They also worked to identify indicators of the competencies. Their willingness to travel to Topeka and to become so involved in developing materials are indications of the enthusiastic support the Project received. Mobilization of the expertise of supervisors helps explain how such a small Project staff has been able to develop such a large project.

Fifteen participants came to Washburn for a week of self-assessment and training. Before this week-long workshop, each participant had taken the

pretest, and the Project staff had analyzed the results. Training needs of each participant and for the group as a whole were identified. During the week, the Project staff provided instruction in the two areas of need shared by most of the participants--knowledge of human development and skills in group process. Participants also received staff supervision in using the library to prepare a presentation. To practice group process skills, all participants worked together to develop a program for a hypothetical child care agency. Working with participants intensely during the week enabled the Project staff to continue assessment of each participant's skills. On the final day of the workshop, Project staff met with each individual participant for a final determination of the competencies the worker would address when s/he returned to his/her agency. Typically, participants focused on eleven to fourteen competencies.

After the participants returned to their agencies, both members of the Project staff visited each worker. These visits were scheduled to insure that one visit occurred early in the post-workshop phase and the other visit occurred toward the end of the program. The first visit could identify problems in meeting the contract; the final visit served as one opportunity to evaluate the worker's success. The supervisor was involved in these visits. Bringing workers and their supervisors onto the Washburn campus served to improve the skills of both groups. Project staff visiting agencies throughout the state not only increased visibility of continuing education and intensified the learning experiences of the participants, it also served as a means for the staff to know more about child care programming as it is actually going on today. This insight, in turn, has been useful to them in the pre-service training of traditional, on-campus Washburn students.

CONSULTANT EVALUATION OF PROJECT

I. Project Model. The T.A.S.K. model was grounded in solid educational theory and was implemented by the careful work of the Project staff. The package of competency statements with indicators defining the competency, proposed activities for mastering the competency, the documentation contract clearly stating how success would be measured, and the bibliography providing

the participant with learning resources beyond his/her immediate work environment--all form a cohesive whole that goes from "what" a child care worker should have mastered to "how" s/he can succeed. The pre-assessment instrument measured each of these competencies and gave the worker and the educators a measure of gaps in the worker's training. One indication that the pre-test was superior to common sense was the finding that most participants scored high on knowledge of signs of burn-out and means of reducing it (the topic of greatest concern in the last few years), but the majority of participants scored lower on knowledge of human development and group process skills--competencies that common sense would tell us would be in the repertoire of all experienced child care workers.

Another strength of the model is the linkage it draws between the theory base of academic training and the pragmatic knowledge provides understanding and insights for creative solutions to problems; on-the-job training forces one to confront the realities of daily challenges of child care work. As an only educational base, each theatre for learning distorts reality. The theoretician is not forced to deal with the uniqueness of each situation; the agency worker can have a narrow view, based only on his/her agency's definition of child care. The T.A.S.K. model weds the educational opportunities of college and agency through the application of competency-based instruction.

II. Project Process. This Project has actively involved workers, supervisors, the Project staff, the advisory committee, and consultants. Use of the supervisors to identify indicators established that their agreeing toparticipate in the Project was indeed a commitment to activity. On the second day of the on-campus workshop for workers, the participants were taken to the library to research a topic on which they had to make a presentation. In preparation of documents, the advisory committee sorted, screened, and identified competencies. The consultants were given clear objectives outlining the work they were to do. The consequences of involving so much expertise were that the Program was enriched for the workers and a greater reservoir of knowledge was activated. The focus of the Project was

on the workers, and they encountered a process that emphasized individual responsibility for lifelong learning. This approach to the education of adults has consistently proven to be the most effective tool to promote lifelong learning; but often educators slip into the easier process of having teachers teach to learners. Evaluations of the Project by the participants showed that a few workers still held tentatiously to a pedagogical definition of education as teacher lecturing to students. For these workers, the T.A.S.K. model was not appropriate. For the majority of workers who did embrace the concept of the active learner, this was an exciting experience. These workers will continue to learn.

III. Evaluation. The Project has throughout the year used a variety of evaluation tools to develop and refine the model, the process, and the documents. In addition to the three formative evaluations conducted by this consultant, Karen Vander Ven evaluated the content of the assessment instrument and the workshop materials. Richard Hair will be conducting a final evaluation. The advisory board evaluated the model and the competencies. The pre-test/post-test instrument evaluates the success of the project by measuring the extent to which worker performance on these tests changed after training. Interpretation of these results is aided by the supervisor evaluations of workers before and after their involvement in the Project. Participants themselves completed three evaluations of the project: Washburn's evaluation of instructors, an evaluation of the week-long workshop, and an overall evaluation of the Project. Results of these evaluations will be included in the Project Report. More importantly, the staff has used them to strengthen the project. The evaluations themselves provide useful information. While they are generally very positive, they are written in a way that offers creative ideas for refinement. Since this Project implemented many new ideas, the feedback from a variety of sources has been an important contribution to its success. Even more important has been the staff's willingness and skill in utilizing this feedback.

IV. Suggestions for Continuation. Unfortunately, the Project did not receive continuance funding from NIMH. Funding would have allowed refinement, expansion, and dissemination of the model to occur more rapidly. Without NIMH funding, there are at least two activities Washburn might find financially feasible and academically sound to pursue:

(1) Dissemination of Information.

With only one member of the Project staff remaining, it will be difficult for her to have time to organize the materials and write the content for a textbook to be used by others applying this model; however, such effort seems warrented. If Washburn could release Iris Heckman parttime to write, the investment could be a major contribution to the child care field and could be another means by which Washburn could serve the Topeka area. Local workshops could be the preliminary training projects for testing and revising the modules.

(2) Expansion of the Model.

The model itself is content-free, being applicable to almost any career area. Washburn's School of Applied and Continuing Education could apply this approach to continuing education to other programs in its college.

V. The Summary. The proposal for this Project clearly identified goals that would be addressed, and the Project has consistently worked toward this goal. Both the content and the process have surpassed what was proposed, setting up a model that can not only serve the child care field, but can also be applied to other continuing education curriculum.

REPORT OF CONSULTATION

-An Agenda for Ongoing Development

Washburn University Field and Competency Based Training Program for Specialized Residential Youth Service/ Child Care Workers

Karen Vander Ven, Ph.D., Professor
Program in Child Development and Child Care
University of Pittsburgh

May 2-3, 1985

Sources of Information:

This consultation report is based on the following:

- 1. Materials sent to consultant by Iris Heckman, Program Director, Youth Service/Child Care Work; and Project Director prior to visit

- 2. Day spent with Ms. Heckman and Mary Rodwell, Research Associate

- 3. Informal contacts with Ms. Heckman, Ms. Rodwell, and others during two day visit to Topeka, including attendance at a portion of their workshop presented to the Kansas Association of Child Care Workers

- 4. Subsequent review of total curriculum materials acquired during visit

General Comments

Because of the strong conceptualization of this project, and its potential to meet important needs for training in the child care field, the most constructive focus for this consultation report is to consider how to best refine, establish, and disseminate it so that maximum benefit can accrue from the major effort that has already been made.

Thus, this report will focus on an ***agenda for ongoing development*** for the TASK Curriculum for Residential Child Care Workers, based on a rationale and the project's current accomplishments.

Rationale

Need and Relevance.

This project meets major needs for child care worker preparation, and these have been well-articulated in descriptions of its organization. Categorizing the longer list provided by the project, these needs fall into three major areas: geographic and financial constraints: worker personal factors such as burn out, low morale and institutional habituation: and lack of appropriate training resources.

These particular areas are widely recognized among leaders in the field as requiring attention if it is to proceed towards professionalization and provision of improved child care service to children.

Similarly, the " TASK " concept of " teaching, attitudes, skills and knowledge" is an educational framing highly appropriate for the child care field. In recent years, there has been a growing emphasis on task-analysis competency based education in child care. Its intention has been to address the recognition that skills in specific interventions that either have an impact on children or on the field as a whole are more effective than simply the possession of information. By focusing on outcomes, rather than processes, competency based education also makes it possible for workers to acquire skills by alternatives to traditional academic courses.

The specific concept of " advanced " competencies for practitioners already in the field, is particularly germane. A particular pitfall in the current training and education for child care is the association of short term , entry level training efforts, valuable as they are, with total adequate professional preparation of a cadre of personnel qualifed to fulfill a wide variety of complex roles. There is more substance to this project, and the potential for it to specifically fill in an existing gap in training and educational levels.

The attachment of college credit to the programs addresses the problems of *transferability* and *credibility* in training and education for child care practice. Agency-specific training, even when substantive, does not have credibility elsewhere, thus hindering both horizontal and vertical job mobility ; or entrance into the formal academic system. Thus a competency-based project that addresses needs across agencies and awards legitimate college credit fills a number of gaps in the current system of training and education in the field.

The concept of " Advanced Level " as embraced by the Project generally seems to fill in a training gap at what might be called the "post - associate; pre-baccalaureate" level. Levels of training and education in the field are presently pre-associate degree (this includes formalized entry level programs); associate degree; post-associate-pre-baccalaureate; baccalaureate; post-baccalaureate- pre-master's degree; master's, and post-masters.

At this time, those training and educational programs that exist have the greatest numerical concentration at the entry : associate, and baccalaureate levels. There is a particular dearth of *higher level* alternatives to in-house academic programs as embodied in this project. The concept of " Advanced Level " as embraced by this Project generally seems to fill in a training gap at the "post - associate: pre-baccalaureate level.

In summary, the weaknesses of many training efforts in child care, e.g. insufficient attention given to means of developing skills that can actually be translated into action: agency specific programs that are relevant only to the sponsor: lack of consistency among programs: basic or entry level programs without intermediate or advanced levels represented as well: are constructively addressed by this project.

The congruence of all of these major need areas and the conceptualization of the project provide strong justification for not only maintaining it as a means of serving the state of Kansas, but also for continuing its development as a major and more formally acknowledged contribution to training and education of child care practitioners on a national, and possibly international basis.

Agenda for Ongoing Development

1. ***Internal " Fine Tuning" of the Curriculum***

The initial curriculum represents a tremendous amount of effort and resulting substance: with this completed it is now appropriate to begin a scrutiny of various aspects in order to make minor adjustments that will enhance the strength that is already there. This would not require a formal time out from continuing to conduct the program: rather it would take the form of a formative evaluation in which adjustments are made as the result of learning while a program is in progress of development and implementation.

This "fine tuning" might be oriented around the following areas: content, conceptual level of content, knowledge level of competencies, organization, consideration of emergent content, and assessment of trainees' learning. Specific suggestions concerning each area are in the Appendix attached to this report.

2. ***Solidification of Project Into a Model***

Because of its conceptual strength and its provision of a type and level of education that fills in a major gap, it is crucial that the project be sustained. A guiding concept in the fine tuning of the internal content should be the defining the curriculum in terms of a *model*.

Dissemination, adoption of the program by other states or other sponsors, eventual publication, etc. are all steps in this direction, as would, particularly, be the development of a written piece- perhaps in the tradition of an 'instructor's guide' that presents the concept

and rationale for the curriculum for users and a general professional audience.

3. ***Expansion***

A major, but important step for this project to take would be to develop an expansion curriculum focusing on supervisory skills.

Many well-conceived programs to train on-line child care personnel have failed in practice because the supervisors of these workers were not concomitantly trained. As the workers became more sophisticated and attempted to implement more *dynamic* practices, they became more difficult to supervise, since their views were not necessarily shared by more traditional supervisors.

The TASK program is to be credited for its astuteness in providing training for the in-site supervisors of the trainees: an absolutely crucial variable for success. Supervisors must feel rewarded for taking on the extra responsibility, and that doing so will not actually make their jobs more difficult rather than easier.

A future project might be to fill in another gap in the grid of levels of training and education in child care that focuses on supervision. In this way, direct practitioners at one level, and supervisors at another (perhaps at the post-baccalaureate) could be trained simultaneously and together have a synergistic effect on practice in their agencies.

4. ***General Support***

This program, for many reasons already cited, has the potential to be a major contribution to the field of child care. Thus, it is well worthy of continued support within its home at Washburn University in terms of providing staff with sufficient time and assistance to embark on those activities that are necessary to continue the program.

This should yield a "showcase" program which can join some of the others at the University (law, allied health, etc.) in enhancing the University's public image and identity.

A stable financial base should be provided so that the energy of all involved does not have to go into fund raising. Certainly as the program develops the possibility of publishing and selling it (at reasonable but appropriate prices) should be considered. Other standardized training programs for child care practitioners do this. It seems that the issue is not that participants should pay but rather that the price is not prohibitive. (It would be necessary, of course, as discussed during the consultation, to obtain permission to reprint copywritten reading materials should the curriculum be sold).

5. ***Marketing and Dissemination***

The impetus to continue the simultaneous developing and offering of this program will be enhanced by instituting a formal program of marketing (to potential consumers) and dissemination (to professional audiences). The latter already seems underway, with a presentation of a well-attended and received workshop at the Kansas Child Care Workers' Conference; and plans to present it at the Educator's Day at an upcoming Canadian conference. This should continue. As stated previously, it would seem particularly useful for this project to be conceptually linked with distance education efforts being mounted in Canada (and vice- versa).

With the fine tuning and framing in the form of a model, the program should be marketed, using appropriate strategies of identification of target audiences, development of descriptive pieces, etc.

A particular target audience is agency administrators. They need to be shown that personnel trained in this program will meet *their* (the administrators') needs for cost-effectiveness and efficient organizational management. If this program can be presented in such a way that administrators can see that, for example, it reduces turnover, this will be a relevant selling point for them. Staff turnover costs money: there are costs associated with recruiting and training new personnel, who also disrupt the general flow of organizational activity until they have been around for a while.

6. ***Formal Evaluation***

Once a cadre of graduates is established, ongoing efforts to assess their impact on practice in their agencies, and the effect of participation in the program on their own professional careers, should take place, to provide information that can both support the program concept and suggest any necessary adjustments.

Summary

The TASK Model of Distance Education for Residential Child Care Practitioners represents a legitimate advance in the provision of substantive training and education for child care practice. It should definitely be sustained and further developed with an eye to extending its adoption.

The current situation bodes well for this. The Project Director and Research Associate impressed the Consultant as comprising a highly energetic, dynamic and committed working team, with a wide network of colleagues whose interests relate to the project. The fact that so much was accomplished on this project in just one year: developing it from scratch in a systematic way and delivering it- suggests that a crucial momentum has been established.

There seems to be a mood of receptiveness and responsiveness around the project - indeed, a real hunger for consumable and legitimized training activities- which also bodes well for the project's future.

It should be pointed out too that efforts such as this have *serendipitous* effects: they positively touch populations in positive ways that may not be formally recognized but which exist all the same. The child care field is in great need of these kinds of activities and results.

APPENDIX

Suggestions for Internal "Fine Tuning" of the Curriculum

A. Content.

The broadness of the content of the curriculum is particularly notable. The areas it addresses are actually analogous to a much needed concept of the field as embracing a variety of roles (as previously proposed by this consultant, 1979): direct practice, supervision and administration, training and education, research and writing, and advocacy; within the systems hierarchy of influences on children proposed by Bronfenbrenner.

Generic education (for practice with different populations n different settings) is currently viewed in child care as beginning at the Baccalaureate level. Post-baccalaureate education should embrace either advanced clinical specialty skills or skills for contextual, indirect practice.

At the advanced, prebaccalaureate level such as represented by this program, the appropriate focus is direct line skills, with a specialty orientation, e.g. specific population or specific kind of service. The main emphasis appropriately is on direct line skills as applied in the milieu, with attention given (but with lesser emphasis) on contextual or " indirect" skills. Coverage of these is important, however, as an anticipatory socialization effort: providing the practitioner with exposure to the skills required for other roles subsumed within the field.

The TASK program is particularly meritorious because it in fact provides content related to the various roles in its groups of competencies related to the organization and the community.

Scrutiny might now be made as to the balance of coverage of material, e.g. are there areas that should be emphasized more by finer detailing of the competency and its indicators ?

Activity programming and environmental design skills come to mind. In addition to interpersonal communication and behavior management, these are fundamental components of practice in the residential setting. They are already represented by competencies, but consideration might be given to further elaboration.

Sophisticated methods of physical restraint might be appropriately contained in this program, along with the rationale for their use and the opportunity for supervised practice.

Written materials on the *normalization* concept, which is so germane to residential care today, might be included in the resource manual for

trainees.

B. *Conceptual Level of Content*

In its original development, content of the curriculum was checked against current sources of content for child care training and education, e.g. the Principles and Guidelines for Child Care Personnel Preparation Programs. The 'fine tuning' task now is to check the competencies to ensure that in both knowledge and skill level they consistently represent an advanced level, neither too basic (entry level) nor too sophisticated (baccalaureate level). This is not to say that the competencies as presented do not represent an advanced level; on general inspection, they seem to. Rather, this review would indeed be along the lines of a double-check and highly refined adjustments.

Competencies can be cross-checked with other collections of competencies in child care practice not previously consulted in order to aid this activity. For example, the Basic Course in Child Care of the Group Child Care Consultants is considered to be an entry level curriculum. Therefore, the conceptual level of the TASK program would be higher.

Similarly, contact can be made with the Canadian sector which is currently working on delivery of distance education to develop structural and conceptual linkages.

Because the basic concept of this project is essentially ground breaking in the notion of advanced level competency based training, it should be borne in mind that it will be leading the way more than following established precedents.

C. *Knowledge Level of Competencies*

There is a growing move in competency based education to ensure that practitioners can articulate the *knowledge* requisite to each competency. In the fine tuning effort, indicators can be checked and modified if necessary to ensure that practitioners know the components of the competency. For example, where photographs demonstrating the trainee's ability to develop a therapeutic environment, the assignment might also require that the candidate furnish a list describing each activity s/he initiated in developing the environment; and the concept or principle of milieu design underlying it.

D. *Organization*

Overall, the competencies are grouped in a way that powerfully slots them into the current and emerging multiple role structure of the field- one of the major strengths (among others) of the project. A few minor suggestions might be considered:

- Activity programming might best be considered an intervention at the child level, and therefore be placed in the "

Responsibilities to the Child" category rather than in " Responsibility to the Agency".

- Some of the topics in "Foundations" might temporally be placed at the end of the learning modules rather than at the beginning: Child development, communication, and interviewing are knowledge and skills fundamental to informed practice. Advocacy, assessment, teaching and training are perhaps skills that follow the initial core , as far as the current structure of the field is concerned.

E. *Consideration of emergent content.*

A lack in task analysis competency based training is that the assessment of *what is already being done* can leave out *what should be being done*. Thus it is important in the 'fine tuning' effort that relevant knowledge and skills in *what is ahead* be considered as well as those that describe what is occurring now. For example, some consideration of competencies in interacting with parents in the home might be appropriate advanced skills for child care practitioners based on current trends.

F. *Assessment of Trainees' Learning*

Although it is not the only criterion for assessment of trainees' success in the program, the Case of Ray D to this consultant(who has some professional background and experience in test construction) seems an inadequate means of measuring the richness of the content and the scope of the competencies.

Although the questions have been codified as relating to various competencies, the relationship of number of questions to the importance of the competency does not seem balanced. The test also suffers from all of the pitfalls of multiple-choice tests: including some items that may actually penalize a learner for more in-depth, subtle knowledge of an area or issue.

The pre-and-post assessment should be tightly linked into the specific competencies being developed. It is suggested that terminal assessment methods rely more upon essay questions around application of knowledge to problem solving, and upon simulations in which participants' behavior can actually demonstrate competence (in addition to other methods such as supervisor evaluations).

Mrs. Iris Heckman
814 Missouri
Lawrence, Ks. 66044

July 15, 1985

Mrs. Heckman

I enjoyed meeting with you and Mary K. Rodwell as well as Dr. Reid Holland, on July 10, 1985. The enthusiasm that all of you exhibit for the N.I.M.H. conpetency based child care training project is refreshing.

I was especially appreciative of the two students who spent the greatest portion of the afternoon with me to answer questions about the program content and outcomes. Their enthusiasm from this educational experience was contagious. They appreciated being included in the evaluative process. This kind of project encourages innovative educational endeavors, and stimulates that creative spirit that all educators crave.

Hopefully, you and your colleages will contiue to pursue innovative educational strategies for the numerous nontraditional students you are serving.

Very sincerely,

Richard L. Hair

Richard L. Hair, Coordinator
Human Services Program
Longview Community College

RH/as

NIMH-COMPETENCY-BASED TRAINING FOR YOUTH SERVICE/CHILD CARE WORKERS

WASHBURN UNIVERSITY-TOPEKA, KS

CONSULTATION REPORT

Richard L. Hair, Coordinator

Human Services Program and

Correctional Services Program

Longview Community College

Kansas City, Mo.

July 15, 1985

Iris Heckman
Program Director

Mary K. Rodwell
Research Associate

Reid A. Holland
Dean, School of Applied and
Continuing Education

Site Visit: July 10, 1985

A. Sources of Information

1. Grant review and materials were made available by project director prior to visit.
2. Personal visitation was made with Iris Heckman, Mary Rodwell and Dr. Reid Holland to discuss the project and clarify any area of confusion.
3. Personal visitation with two students who completed the competency based specialized child care training - Linda Montgomery and Rene Valdavia.
4. Ranking of competencies by students and random selection of an outside test appropriate for evaluation of successful child care professionals.
5. Subsequent review of curriculum materials during the visitation.

B. General Comments About Program

Based on my experience in developing an associate level program for residential youth care workers in 1976-77 for urban practitioners, this curriculum is intense and comprehensive. The program director and research associate obviously have a complementary and challenging relationship with one another. The most impressive aspects of this program is the literature search, the development of materials used by the participants, the individual assessments of students strengths and weaknesses and the competency based approach to delivery. Within the span of less than a year, a great portion of tasks targeted for completion were actually accomplished. These efforts are noteworthy and possess sufficient substance to be replicated in a variety of academic or inservice training models with both preservice students and inservice practitioners. This project appears to be substantive and progressive for such a short period of operation since its inception.

C. Observations about the Delivery Methods

The delivery of academic/training materials to the practitioners in residential youth/child care has always been and continues to be a challenge. There is insufficient funding available, hesitancy to pay decent wages or give compensatory time for class time and simply an inadequate staffing pattern in many agencies to allow reasonable time away from the program for professional development.

Given the overall limits in the field, this project gave a maximum of support to the participants. The sequence of delivery, as I understand it, was selection of applicants, pretest, reading material sent, one week workshop, individual meetings and documentation contracts and a one day wrap up session. This sequence seemed somewhat successful but could have perhaps been improved upon by having individual conferences with each participant prior to the workshop. It also appears that the delivery system could benefit by several small group meetings, if geographically possible, instead of both project personnel meeting individually with participants.

Perhaps future delivery applications could be sequenced to include either individual or small cluster group experiences that more adequately prepare one for the workshop itinerary. This experience may relieve some anxiety prior to the workshop itinerary. Also, it was suggested by the student critique that some of the material covered in the workshop should have been received prior to this academic experience for better results. Many optional approaches may be worthy of experimentation in the future, depending upon the agency commitment and geographical location.

D. Subjective Evaluation of Competencies:

Refer to T.A.S.K. Approach to Child Care Competencies Rating Form for composite numerical scores. Two graduates of the program spent several

hours attempting to assess each of the forty-three competencies according to the coverage of these skills and specific knowledge in the area under consideration.

Each competency was discussed and feedback was obtained that satisfied this evaluator that we were looking at the item in question. They were asked to evaluate these competencies using a frame of reference of material covered in the one week workshop, the individual discussions held with them after the workshop and the one day wrap-up session held on May 17, 1985.

The skills, knowledge and other training received prior to this training program was not to be included in the evaluation. When the interviewers specifically verified the possession of at least minimal competence, then the two students were asked to rate the degree to which the competence was achieved. Competencies were rated from the lowest 1 to the highest 10. The lowest differentiation was one which meant that it was discussed, but no recollection of any applications of knowledge or skill were remembered about this area. The highest differentiation was ten, which meant that this competency was very thoroughly covered by at least two or more methods, ie. lecture, skill development exercises, readings or individual conference discussion.

The results of these ratings indicate that the composite average score for all competencies was 6.4. The evaluators found four areas which they felt were not specifically covered and these were not averaged with the forty-three competencies. These areas of professional identity, personnel functions, urban/rural differences and service delivery systems were not covered according to the criteria noted previously.

Competencies which only received low level coverage were ethics, cultural differences, managing supplies and resources, organizational theory, standards and social issues.

Items which received marginal coverage shown by a 5 or 6 rating were: planning, evaluation, value clarification, preparation for transitions, personal living skills, group counseling skills, designing the environment, activity programming and laws.

Items which received stronger coverage indicated by a 7 or 8 were: interviewing, assessment, information management, problem solving, communication, teaching and training, advocacy, self-awareness, stress and burnout management, situational counseling, crisis diffusion and management, teaching alternative behaviors, group facilitation, group problem solving, group learning experience and group dynamics.

Items which received excellent coverage as indicated by a rating of 9 or 10 were the following: human development, self development, case planning, observing, recording and interpreting behavior, family systems theory, personal performance evaluation and informational sharing.

It appears that in the estimate of the student evaluators, the competencies receiving superior ratings are related to the higher knowledge and skill areas desirous of the more experienced child care staff. From a more objective vantage point, this writer would look at the following areas as indicative of advanced line (not supervisory) competencies; interviewing, assessment, information management, planning, evaluation, problem solving, human development, advocacy, crisis management, case planning, cultural differences, family systems, group facilitation, group counseling and activity programming. My criteria is personal and independent based on sixteen years in the field working primarily with male and female delinquents and status offenders and the last twelve years in academia. Considering the 15 competencies that this writer selected independently, the student evaluators

rated 11 of these as strong or superior in their coverage during his project. This indicates that many of the goals were accomplished which the project outlined and we must keep in mind that this was a herculean project to say the least.

Another evaluation this writer selected to attempt to estimate is the skill and knowledge level of the students was a short test of one area of acade mic/training within the field namely: discipline. This test has been developed by the writer in teaching a course in the principles of residential youth care. Recognizing that this is a subjective evaluation and one which tests only a very limited area of proficiency, nonetheless, it seemed important to attempt to determine what would be the results from students receiving the information by a considerably different delivery system than the traditionally college format. The material has been adopted from the Childcare Associates material - developmental planning module on discipline and the construction was done by this writer several years ago.

With all limitations in mind, it is noteworthy that the two student evaluators scored in the 90th percentile on this measurement vehicle. It may not be a significant measurement, but on the other hand, I would have been somewhat disappointed if they had not scored very well on this test.

E. Observations and Ideas About Future Program Development-Final Recommendations

The participatory effort of Washburn University in undertaking this NIMH training grant is commendable. Dr. Reid Holland the Dean of Applied and Continuing Education is demonstrating the schools fine reputation for delivering training/academic preparedness for numerous human services fields. Iris Heckman and Mary Rodwell have done a yeoman's task in less than one years time with the planning, construction and implementation of a sound competency based and individualized educational effort for the field of

residential childcare work. The inservice participants themselves may be congratulated for being willing pioneers in these endeavors and may serve as models for the future delivery systems.

This writer feels there are a number of questions to be addressed about the future development of this program. The primary concerns appear to be the level of commitment from the college and the level of involvement from residential youth and child caring agencies. It seems essential to secure strong endorsements from both of these systems for this exemplary project to continue serving this worthy population. If the college and a significant number of youth/child care agencies commit themselves to the need for continued training/educational pursuits, the next step would be to plan a regular, ongoing delivery system to ensure this project does not become just another excellent one year effort.

This writer suggests the following model as one possible delivery approach but certainly not the exclusive model. The traditional two or three day per week semester classes are inadequate to consider as a method of accomodation inservice practitioners. Only if there are sufficient numbers of preservice students for enrollment should the residential youth/child care courses be offered in the traditional format, and possibly only after the introduction to child care work course.

The fall semester would be the optimal time frame for offering the Advanced Field Practice in Residential Childcare on a one week intensive basis for 15-20 particpants with a one or two day wrap-up session, pre and post interviews and competency assessment. The spring semester would offer sequentially, an opportunity for the development of a supervisory field practice course for youth and child care managers. Such a course would be offered to agency supervisory managers and directors as well as selected students who have completed the advanced field practice course. The

approach for a supervisory course would build on the competencies already learned, and emphasize perhaps, areas such as: leadership and supervision/management techniques and theories, personnel information and issues, standards, laws, organizational theory and general systems theory and applications.

If an advanced course could be offered in the fall and a supervisory course offered in the spring, agencies could routinely plan to schedule sending their selected employees from throughout the state of Kansas to take advantage of these training/college credit opportunities. If these courses are offered on a one week format plus the support services as originally provided, this program could grow into a noteworthy educational venture which has statewide and perhaps regional applications.

The program director should be given release time to continue to develop this concept and perhaps the teaching of such courses should be considered as part of a full academic load. The hiring of part-time faculty to provide the necessary pre and post assessment and follow-up interviews would be necessary to give such an ongoing program the necessary support from Washburn University. My best guess is that agencies would use such a program to reward those who they felt were most likely to be making a significant contribution and as a means of preparing those staff for upward mobility. This ongoing program should have a payoff of some students continuing their education through Washburn in both the childcare program and numerous other courses or degree pursuits. This writer feels this program is on the brink of a new frontier and has the potential of making a major contribution to the future of the residential child care field.

ADJU 165 - Theory of Child Care Work in Residential Treatment (3rd test)

Developmental Planning Module (adapted from HEW contract 105-75-1122 materials) Manual V.

QUESTIONS: Matching, Fill in, & True/False (if False, state word or phrase responsible)

A. DEFINITIONS OF DISCIPLINE

1. When we speak of "disciplining a child", we are really referring to methods of punishing the child. T/F_____

2. Discipline is developed gradually throughout life through learning from others, trial and error, and observation. T/F_____

3. Discipline is an educational process of establishing and teaching an orderly way of life which will protect and maintain the integrity of the individual and the integrity of the group. T/F_____

B. APPROACHES TO DISCIPLINE

4. Setting an _____ by your own behavior.

5. Allowing a child to make _____ and helping him to answer.

6. Letting the child know that you have _____ expectations for him which he can realistically meet.

7. Teaching him the law of _____ and effect and following through on it.

8. Emphasizing with him the things he has done _____ or well.

C. ACTION APPROACHES TO BEHAVIOR

Four action approaches to behavior are as follows: Permitting, Tolerating, Interfering, and Preventive Planning. Match each label with its description by writing the letter in the blank preceding its description.

9. _____Taking direct action on the spot.

10. _____Is for one reason or another letting something pass for the moment which you will follow up on later.

11. _____Planning limits with a child or a group.

12. _____Allowing behavior to occur because it is acceptable in that instance, although it may not be in other circumstances.

A. Preventive Planning

B. Permitting

C. Interfering

D. Tolerating

D. RULES FOR CORRECTIVE MEASURES

Respond true or false (and the word that makes the statement false) to these guidelines regarding corrective discipline.

13. Relate the consequences to the rule infraction. T/F_____

14. Make consequences psychologically correct for each child. T/F_____

15. Use corporal punishment sparingly. T/F_____

16. Give a group penalty occasionally for an individual offense. T/F_____

17. Do not take remedial action when you are angry. T/F_____

18. Do not expect a child to tell you why he did something. T/F_____

19. Remember that all feelings are acceptable. T/F_____

20. Give correction or criticism in private whenever possible. T/F_____

E. ALTERNATIVE AVENUES TO CORRECTIVE MEASURES

21. "Take-out" time is simply removing a child from a situation long enough to show him the consequences of his misbehavior. T/F_____

22. Behavior management is a method of gradually allowing responsibility to the child through rewards and incentives. T/F_____

23. Contracts are statements, either verbal or written, by which you and the child negotiate a mutually acceptable agreement. T/F_____

24. Contracts should involve the child making his own decisions and taking responsibility for his actions. T/F_____

25. When observing children in care, who are acting inappropriately, their needs should be your primary concern, rather than the behavior they are exhibiting. T/F_____

26. Often, the way we express anger has been established unconsciously or modeled from our parents. T/F_____

27. Uncontrolled anger is always a destructive way of dealing with children. T/F_____

F. COMMUNICATIONS AND BARRIERS

28. The process of communication consists of: a sender, his message, his emotional tone, and the receiver. T/F_____

29. Barriers to communication are essentially bad habits which interfere with the clear reception of a message. T/F_____

30. Three of the most common barriers identified by communication experts are: preoccupation, self-consciousness, and hearing what you expect to hear. T/F_____

31. Active listening means that you do not interrupt a child nor do you contradict or criticize a child while he is sending a message. T/F_____

32. Observing the body cues of the children in your care can provide as much information concerning their feelings as their verbal communication. T/F_____

33. The tone of voice and the rate of speech are not as significant as facial expressions and posture in assessing communication. T/F_____

34. Positive techniques for facilitating communication are: clarifying the message, showing interest, and providing support. T/F_____

Appendix IV

Supervisor's Questionnaire

T.A.S.K. APPROACH TO COMPETENCY FOR CHILD CARE WORKERS:
SUPERVISOR'S QUESTIONNAIRE

In order to aid us in preparing appropriately targeted training materials for the Advanced Competency Workshop, we would appreciate your input on the competency of your staff member who will be participating in the workshop. Each competency area is scaled from 1 to 5, with 1 being the lowest score and 5 being the highest. Given the definition of each competency area, please review your staff person's performance over the last 12 months and rate them in each category.

1. Interviewing-the conscious use of self in information gathering in the face-to-face communications between child care worker and client.

   1 lacks competence 2 some competence 3 moderate competence 4 good competence 5 extremely competent.

2. Assessment-the process of collecting and compiling information in order to determine the breadth and scope of the current situation for case planning, management, and service delivery.

   1 2 3 4 5

3. Information Management-the acquisition, interpretation, and dissemination of data related to the client, the group, the program or the community.

   1 2 3 4 5

4. Planning-the logical, thoughtful design of a scheme of action that occurs before the action is necessary and includes problem definition, goals, strategies, responsible parties, and methods of evaluation.

   1 2 3 4 5

5. Evaluation-both the monitoring of client or group progress toward goal achievement and the determination of the quality and efficiency of the overall service program.

   1 2 3 4 5

6. Problem Solving-the logical, thoughtful method of defining problems and settling disputes, answering questions, dealing with issues, overcoming resistance, in order to determine an appropriate intervention.

   1 2 3 4 5

7. Communication-the theoretical and behavioral elements of conveying and receiving effective and objective information.

   1 2 3 4 5

8. Human Development-knowledge related to the stages and developmental tasks of infancy to adulthood. This also includes issues of abnormal development.

   1 2 3 4 5

9. Teaching and Training-the theoretical and behavioral elements that aid in the acquisition of new knowledge or skill.

   1 2 3 4 5

10. Advocacy-the active involvement in the education about or support of an issue or cause related to an individual or class of children.

1 2 3 4 5

11. Self-development-the continued process of knowledge acquisition, skill development and self-betterment.

1 2 3 4 5

12. Self-awareness-consciousness about the personal and professional identity--beliefs, values, strengths, weaknesses, fears and challenges.

1 2 3 4 5

13. Values Clarification-clarity related to that which is preferred as it compares and contrasts with other individual, agency and community norms. This is not to be confused with that which is held to be true as a knowledge base.

1 2 3 4 5

14. Professional Identity-the personal commitment to and the identification with the highest standards of the child care profession.

1 2 3 4 5

15. Ethics-knowledge of and commitment to the standards of conduct of the child care profession.

1 2 3 4 5

16. Stress and Burn-out Management-the ability to reduce the pressure and strain of the job to the level that allows optimum personal performance.

1 2 3 4 5

17. Situational Counseling-utilizing the environment and the particulars of what is occurring to create an opportunity for a child's learning, understanding or change of behavior.

1 2 3 4 5

18. Crisis Diffusion or Management-taking advantage of a crucial situation such that it becomes a turning point for positive growth or change in the individuals or group.

1 2 3 4 5

19. Preparation for Transition-utilizing knowledge of separation and loss, equiping a child for change.

1 2 3 4 5

20. Personal Living Skills-aiding the child in the acquisition of self-care skills such as cleanliness, grooming, personal hygiene, care and maintenance of clothing, table manners.

1 2 3 4 5

21. Teaching Alternative Behaviors-a systematic and deliberate changing of negative behavior.

1 2 3 4 5

22. Case Planning-using information management techniques, the on-going monitoring and periodic adjustment of an individual's service array and in order to assure progress toward goal achievement.

1 2 3 4 5

23. Observing, Recording, Interpreting Behavior-the ability to objectively note the behavioral, psychosocial, cultural and cognitive characteristics; reporting these in objective, legible form; and utilizing the understanding of this material, transfer the information to problem-solving, decision-making, and service intervention on behalf of the client.

1 2 3 4 5

24. Cultural Differences-the ability to identify and describe the major culturally influenced components of social behavior and to accomodate children's cultural differences within service programming.

1 2 3 4 5

25. Family Systems Theory-using genograms and their interpretation, demonstrating an understanding of the effect of the family on the individual's perception of self and sense of competence.

1 2 3 4 5

26. Group Facilitation-enabling a group to discuss, plan and carry out its goals with the participation of its members.

1 2 3 4 5

27. Group Problem-Solving-enabling a group to utilize a systematic process to overcome blockages to progress in achieving a goal in the most efficient and effective manner.

1 2 3 4 5

28. Group Learning Experiences-the theoretical and behavioral elements leading to the design and implementation of group processes for the acquisition of new knowledge or skill.

1 2 3 4 5

29. Group Dynamics Theory-the understanding of the concepts and processes typical to any group structure and the skill to use this knowledge in group communication or action.

1 2 3 4 5

30. Group Counseling Techniques-the knowledge and skills appropriate for therapeutic intervention at a group level.

1 2 3 4 5

31. Managing Supplies and Resources-the ability to budget for, plan for, and acquire adequate supplies (food, cleaning material, self care products, paper, pencils, school books, etc.) and resources (people, money services, etc.) that are necessary for service delivery.

1 2 3 4 5

32. Designing the Environment-through choice of furnishings, colors, placement of furniture, establishing an environment that is home-like, therapeutic, sturdy and comfortable.

1 2 3 4 5

33. Personal Functions-depending upon employment level and job responsibilities, participating in the hiring, training, supervision and evaluation necessary for the maintenance of quality service delivery.

1 2 3 4 5

34. Activity Programming-planning and implementing purposive opportunities that serve to fill the child's hours while providing occasions to learn and grow.

1 2 3 4 5

35. Personal Performance Evaluation-through objective analysis, the ability to personally define professional strengths and weaknesses on the job.

1 2 3 4 5

36. Organizational Theory-the understanding of the concepts and processes typical to any bureaucratic structure and the skills to utilize this knowledge in professional communication and action.

1 2 3 4 5

37. Standards-the understanding and acceptance of the overall performance level expected in all aspects of child care service delivery.

1 2 3 4 5

38. Information Sharing-observing the rules of confidentiality, accurate data collection and interpretation, providing the data in verbal or written form to the child, the child's family, team members, service resources or other appropriate recipients in the context of the child's service needs.

1 2 3 4 5

39. Urban/rural and regional differences - understanding of the sources and effects resulting from life experiences of an urban or rural nature, as it relates to a child's service needs and staff's ability to respond to them.

1 2 3 4 5

40. Public Relations - the ability on an on-going basis to communicate the goals and the needs related to programming for children in out-of-home placements; understanding of and choice of the best methods of communication given the particulars of the recipient of this information.

1 2 3 4 5

41. Laws - understanding and acceptance of the federal, state and local laws governing child care and their implications for child care service delivery.

1 2 3 4 5

42. Service Delivery Systems - the understanding and appropriate use of all service resources available for child care; understanding resource needs related to service and income eligibility for the children in care; understanding of the interactions between resource systems such that these interactions are not a barrier to service for children.

1 2 3 4 5

43. Social issues - understanding the sources and effects of poverty, sexism, racism, agism, child abuse, chemical dependency, family violence, etc. on yourself, the staff, the children in care and the service systems in the community.

1 2 3 4 5

Name_____ Position_____

Facility_____ Date_____

Workshop Participant's Name_____